1-1-2012

Dakota State University Graduate Catalog 2012-2013

Dakota State University

DSU

DAKOTA STATE

2012-2013

Graduate Catalog

Welcome from the Dean

Welcome to Dakota State University (DSU)! Thank you for choosing DSU to begin your graduate career! I want to personally share in this exciting time in your life by introducing you to the many opportunities that DSU has to offer. With DSU's commitment to offer a quality education at an affordable price, we are confident that DSU is the best choice for you.

Dakota State University offers graduate degree programs in Educational Technology (MSET), Information Assurance (MSIA), Health Informatics (MSHI), Business Administration (MBA), and Information Systems (MSIS and D.Sc.). These programs are available on-line, on-campus, and at the University Center in Sioux Falls, SD to accommodate those pursuing their degree on-campus, from a distance, or in Sioux Falls, SD. Our MSIA, MSIS and MSET programs were awarded the Best Buy award from GetEducated.com. DSU was ranked first in the Top Public Comprehensive Colleges - Bachelor's Division in the Midwest region by U.S. News and World Report magazine in 2007, 2008, 2009, 2010, and again in 2011.

At Dakota State University we are determined to make every student succeed. A continuously changing world, rapidly advancing technology and an increasingly competitive work place demand that our students receive an education that sets them apart from all others. You will find this type of education and experience at Dakota State University, and we will assist you along the way to make sure you receive the best education possible!

Omar El-Gayar
Dean of Graduate Studies & Research

Features of the On-line Catalog

The on-line catalog contains a number of features to assist you, including a personal portfolio to store favorite programs, courses and frequently accessed policies and procedures, advanced search options, intuitive navigation, and archived catalogs. Check out the DSU Catalog User Guide to learn more.

The Graduate Catalog is the official source of the university's graduate academic programs, courses, policies, and procedures. The catalog should be used as a guide in planning a course of study and in meeting requirements for graduation.

The information contained in this catalog is the most accurate available at the time of publication, but changes may become effective before the next catalog is published. It is ultimately the student's responsibility to stay abreast of current regulations, curricula, and the status of specific programs being offered. Furthermore, the University reserves the right, as approved by the Board of Regents, to modify requirements, curricula offerings and charges through appropriate procedures. The University reserves the right to change graduation or other academic requirements where changes are necessary to comply with Board of Regents policy directives, to meet external demands relating to accountability or accreditation standards, to reflect curriculum changes or substitutions or to implement evolving discipline requirements in major fields. While reasonable efforts will be made to publicize such changes, a student is encouraged to seek current information from appropriate offices.

About DSU

Accreditation

Dakota State University or specific programs offered are accredited by the following agencies:

- The Higher Learning Commission of the North Central Association of Colleges and Schools through the Academic Quality Improvement Program (AQIP) process.
  230 S. LaSalle St. - Suite 7-500
  Chicago, IL 60604-1413 • (312) 263-0456 • 1-800-621-7440
- National Council for the Accreditation of Teacher Education (NCATE)
- Division of Education of the South Dakota Department of Education and Cultural Affairs
- Accreditation Council for Business Schools and Programs (ACBSP)
- State Approving Agency as programs eligible for veterans benefits
- Commission on Accreditation for Respiratory Care (CoARC)
- Commission on Accreditation for Health Informatics and Information Management Education
    - American Health Information Management Association
- Servicemembers Opportunity College

Mission Statement

The Legislature established Dakota State University as an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs as outlined in SDCL 13-59-2.2. A special emphasis is the preparation of the elementary and secondary teachers with expertise in the use of computer technology and information processing in the teaching and learning process.

The Board implemented SDCL 13-59-2.2 by authorizing undergraduate and graduate programs that are technology-infused and promote excellence in teaching and learning. These programs support research, scholarly and creative activities and provide service to the State of South Dakota and the region. Dakota State University is a member of the South Dakota System of Higher Education.

Curriculum

Degrees are authorized at the associate, baccalaureate, and masters levels.

The following curriculum is approved for the university:

A. **Undergraduate Programs**
   - Associate degree programs are approved in allied health care, business, general studies, and information technology.
   - Baccalaureate programs are approved in allied health care, business, digital arts and design, education, information technology, mathematics, and sciences.

B. **Graduate Programs**
   - Masters degree programs are approved in education, information systems, information assurance and computer security, health informatics, computer science and business administration.
   - Doctorate of Science degree program is approved in information systems.

Strategic Planning 2007-2012: Unique and Focused

During 2006-07, the University utilized a strategic planning process to develop seven overarching goals for the University. The goals are stated in brief here and discussed more fully in the strategic plan document found on our website at www.dsu.edu/about/strategic-plan.aspx.

To fulfill the plan's vision, DSU will:

1. Expand current information technology leadership by focusing on cutting-edge fields.
2. Increase on-campus student enrollment and enhance program quality by attracting high-ability students from inside and outside of South Dakota.
3. Increase retention and graduation by providing a unique and exceptional student experience.
4. Enrich and solidify DSU's new emphasis on research.
5. Expand DSU's educational outreach through on-line and alternative-location course delivery.
6. Increase visibility and recognition of the University.
7. Find/create new sources of revenue to fund the above initiatives.

Implementation of Strategic Goals

The Institutional Effectiveness Committee will use the 2007-2012 Strategic Goals to develop unit- and college-specific plans that include measurable, time-based objectives and performance indicators. The University will annually evaluate progress toward the goals and utilize this information to make decisions that result in the effective and efficient use of resources. A continuous quality improvement model will be used to analyze progress, report results, and document improvements.

Campus Diversity Plan

Dakota State University is committed to providing an opportunity to learn in a rich environment free of intolerance and bigotry, one that teaches and honors the importance of the acceptance of differences in others. All members of the community have a responsibility to make DSU campuses and classrooms welcoming and respectful of each member's differences and/or abilities. An investment in diversity is more than the act of recruiting diverse peoples to campus or celebrating ethnically themed events or holidays.

Diversity Mission Statement:

The Dakota State University community asserts these fundamental beliefs:

- Individuals who differ in age, creed, culture, exceptionalities, ethnicity, gender, race, sexuality, and socio-economic status all contribute to the diversity which we value in the university community.
- Respect for all individuals and interaction with people different from oneself are essential components of a university education.
- The university community pledges to promote an atmosphere, which encourages the development of potential and promotes the value of diversity.

Dakota State University's History

Dakota State University has enjoyed a long and proud history of leadership and service since its founding in 1881 as the first teacher education institution in the Dakota Territory.

For most of its history, DSU has been identified with teacher preparation, first as a normal school and later as a four-year public college. The University has had several different names, among them Madison Normal, Eastern Normal, and General Beadle State College. The name, Dakota State College, was adopted in 1969. On July 1, 1989, Dakota State College became Dakota State University. The University title was conferred on the institution by the South Dakota Legislature in order to better reflect its purpose in the total scheme of the state's higher education system. Prospective elementary and secondary teachers continue to be educated here. To this traditional emphasis, DSU added business and traditional arts and science programs in the 1960s and two health services programs, Health Information Management and Respiratory Care, in the late 1970s.

In 1984, the South Dakota Legislature and the South Dakota Board of Regents turned to Dakota State University to educate leaders for the information age. In response, Dakota State University developed leading-edge computer/information systems degree programs. The graduates of these programs enjoy enviable status in the national marketplace. As a leader in computer and information systems programs, DSU has pioneered the application of computer technology to traditional fields of academic endeavor. This thrust has led to the development of unique degree programs in biology, English, mathematics, and physical science.

Dakota State University continues to serve the needs of a changing society in its second century. In order to provide its academic programs to a broader audience, DSU has promoted the use of distance education to deliver academic courses and programs.

Dakota State has been recognized nationally for innovative curriculum. In Spring 2004, DSU was one of ten colleges in the country named a National Center of Academic Excellence in Information Assurance Education by the National Security Agency. The university recently installed the first iris recognition system in the state of South Dakota as part of a biometrics initiative that is tied to academic programs in computer security.

DSU is the first university in the state and one of the few in the country to implement a wireless mobile computing initiative using the Gateway Notebook. DSU was ranked first in the Top Public Comprehensive Colleges - Bachelor's Division in the Midwest region by U.S. News and World Report magazine in 2007, 2008, 2009, 2010 and 2011. As society's educational needs change, Dakota State University will continue to evolve to meet these needs with education, scholarship and service.

Equal Opportunity

Dakota State University is committed to a policy of non-discrimination and equal educational opportunity in all student services and in all staff and faculty employment actions, without regard to age, race, color, religion, sex, national origin, or disability.

Institutional Administration

South Dakota Board of Regents Officers for 2012-2013

President: Kathryn Johnson
Secretary: Randy Schaefer
Vice President: Dean Krogman
Student Regent: Patrick Weber
Executive Director: Dr. Jack R. Warner

Terry Baloun	Sioux Falls
James Hansen	Pierre
Harvey C. Jewett IV	Aberdeen
Kathryn Johnson	Rapid City
Dean Krogman	Brookings
Randy Morris	Spearfish
Carole Pagones	Sioux Falls
Randy Schaefer	Madison
Patrick Weber	Vermillion

Board of Regents
State of South Dakota
306 E. Capitol Ave., Suite 200
Pierre, SD 57501-2545

Governance and Organization of the University

Dakota State University is governed by the South Dakota Board of Regents and operates under the policies and regulations of the Regents. The President is the chief executive officer of the University. The principal officers of the University are the Vice President for Academic Affairs, the Vice President for Business & Administrative Services and the Vice President and Dean for Student Affairs. The general faculty oversee the policies and regulations governing academic and student affairs of the university. Committees are elected or appointed to address matters of importance to students and the faculty.

Executive Administration

Interim President	David B. Borofsky
Vice President for Academic Affairs	Cecelia Wittmayer
Vice President for Business and Administrative Services	Stacy Krusemark
Vice President for Student Affairs	Jesse Wise
Vice President for University Advancement	Judy Payne

Academic Administration

Dean of the College of Arts and Sciences	Kari Forbes-Boyte
Dean of the College of Business and Information Systems	Tom Halverson
Dean of the College of Education	Judy Dittman
Dean of Graduate Studies and Research	Omar El-Gayar

General Administration

Carrie Ahern	Director of Institutional Effectiveness and Assessment
Sandy Anderson	Registrar
Steve Bartel	Director of Student Union/Residence Life
Keith Bundy	Director of Student Development / Asst. Dean for Student Development
Amy Crissinger	Associate VP for Enrollment Management/Marketing
Dale Davis	Director of Bookstore
Jeff Dittman	Director of Athletics
Amy Dockendorf	Controller
Dan Friedrich	Director of CAHIT
Denise Grayson	Director of Financial Aid
Maria Harder	Director of Human Resources
Sara Hare	Director of Budget & Grants Administration
Jennifer Hauf	Director of Food Service
Pat Keating	Director of Physical Plant
Mickie Kreidler	Director of Sponsored Programs
Mandy Parpart	Director of Student Activities
Marie Lohsandt	Director of Career Services / Asst. Vice President for Student Affairs
Craig Miller	Interim Director of Computing Services
Margaret O'Brien	Director of Extended Programs
Mandy Parpart	Director of Student Activities
Jona Schmidt	Director of Alumni

Library Staff

Ethelle S. Bean	Director, Professor, Associate Vice President for Special Projects
Risë Smith	Digital Design and Access Librarian, Professor
Mary Francis	Reference and Instruction Librarian, Assistant Professor

Faculty

RICHARD I. AVERY (1998), Professor of Mathematics
B.S., University of New Hampshire
M.A.T., University of New Hampshire
M.S., University of Nebraska-Lincoln
Ph.D., University of Nebraska-Lincoln

KRISTEL BAKKER (1998), Associate Professor of Biology
B.S., South Dakota State University
M.S., South Dakota State University
Ph.D., South Dakota State University

ETHELLE S. BEAN (1986), Professor, Director of Library and Associate Vice President for Special Projects
B.S., Stetson University
M.S., Florida State University

DORINE BENNETT (1987), Associate Professor/Director Health Information Management Programs and Academic Coordinator for MS in Health Informatics, RHIA, FAHIMA
B.S., Dakota State University
M.B.A., University of South Dakota

GLENN R. BERMAN (2001), Associate Professor of Mathematics
B.A., University of California-Santa Cruz
M.S., Louisiana State University
Ph.D., Louisiana State University

JUSTIN BLESSINGER (2003), Associate Professor of English
B.A., Tabor College
M.A., Emporia State University
Ph.D., University of South Dakota

SUSAN CONOVER (1999), Professor of Speech
B.S., University of Wisconsin-Whitewater
M.S., Southern Illinois University
Ph.D., University of Nebraska-Lincoln

AMIT DEOKAR (2006), Associate Professor of Information Systems
B.E., V.J. Technological Institute, Mumbai, India
M.S., University of Arizona
Ph.D., University of Arizona

JUDY DITTMAN (1978), Professor of Health and Physical Education and Dean of the College of Education

B.S., Black Hills State University
M.S., South Dakota State University
Ph.D., University of Iowa

DALE DROGE (1992), Professor of Biology and Academic Coordinator for Math and Science

B.S., University of Nebraska-Lincoln
M.S., University of Nebraska-Lincoln
Ph.D., University of Illinois at Urbana-Champaign

OMAR F. EL-GAYAR (2000), Professor of Information Systems, Coordinator for D.Sc. /Dean of Graduate Studies and Research

B.S., M.S., University of Alexandria (Egypt)
M.A., University of Hawaii at Manoa
Ph.D., University of Hawaii at Manoa

PAT ENGEBRETSON (2007), Assistant Professor of Information Assurance

B.S., North Dakota State University
M.S., Dakota State University
D.Sc., Dakota State University

WILLIAM C. FIGG (2001), Professor of Computer Information Systems

B.A., The Citadel-Charleston, South Carolina
M.S., Troy State University, Alabama
Ph.D, Capella University, Minnesota

KARI FORBES-BOYTE (2005), Professor and Dean of the College of Arts and Sciences

B.A., California State University, Sacramento
M.A., California State University, Chico
Ph.D., University of Nebraska-Lincoln

MARK GEARY (2006), Associate Professor of Education

B.A., University of Central Florida
M.A., University of Central Florida
Ed.D., University of Central Florida

STEVEN GRAHAM (2004), Associate Professor of Computer Game Design/Computer Science

B.S., University of Kansas
Ph.D., University of Kansas
Additional work toward M.S.E.E. at Stanford University

TOM HALVERSON (1999), Associate Professor of Computer Science and Dean, College of Business and Information Systems

B.A., University of Minnesota-Morris
M.S., University of Iowa
Ph.D., University of Iowa

JOYCE HAVLIK (1996), Assistant Professor of Health Information Management, RHIA

B.S., Dakota State University
M.S., Dakota State University

MARK HAWKES (1999), Professor of Instructional Technology and Graduate Coordinator of Educational Technology

B.S., Brigham Young University
M.S., Brigham Young University
Ph.D., Syracuse University

DONNA HAZELWOOD (1994), Professor of Biology

B.A., University of California, Santa Barbara
B.F.A., University of Calgary
M.S., Washington State University
Ph.D., Cornell University

ROBERT J. HONOMICHL (2009) Instructor of Computer Information Systems

B.S., Dakota State University
M.S.Ed., Dakota State University

ROBERT N. JACKSON (2000), Associate Professor of English

B.S., Illinois State University
M.S., Illinois State University
M.S., South Dakota State University
Ph.D., University of Nebraska-Lincoln

VIKI JOHNSON (2006), Assistant Professor of Sociology

B.A., Dickinson State University
M.S., North Dakota State University
Ph.D., University of North Dakota

STEPHEN KREBSBACH (2000), Associate Professor of Computer Science

B.S., Moorhead State University
M.S., Moorhead State University
Ph.D., North Dakota State University

JAMES MCKEOWN (1989), Assistant Professor of Computer Education

B.S., South Dakota State University
M.A., Teachers College / Columbia University
Ph.D., University of Iowa

LYNETTE MOLSTAD GORDER (1981), Professor of Business and Information Systems

B.S., Dakota State University
M.A., University of South Dakota
M.B.A., University of South Dakota
Ed.D., University of South Dakota

DANIEL MORTENSON (1994), Assistant Professor of Computer Information Systems and Music

B.A., Moody Bible Institute
B.S., Northwest Missouri State University
M.M., University of South Dakota
M.S., Dakota State University

MAUREEN A. MURPHY (2003), Associate Professor of English

B.S., B.A., Moorhead State University
M.A., New Mexico State University
Ph.D., Rensselaer Polytechnic Institute

GABE MYDLAND (1998), Assistant Professor of Education

B.S., Augustana College
M.S., South Dakota State University
Ph.D., University of South Dakota

JENNIFER NASH (2005), Associate Professor of Science Education

B.S., Minnesota State University, Mankato
Ph.D., University of Minnesota, Minneapolis

JOHN NELSON (1996), Professor of English

B.S., Black Hills State University
M.A., University of Wyoming
Additional post-graduate work at University of Kansas
P.D., University of South Dakota

CHERIE NOTEBOOM (2009) Assistant Professor of Management Information Systems

B.S., South Dakota State University
M.B.A., University of South Dakota
E.D., University of South Dakota
Ph.D., University of Nebraska-Omaha

MARGARET O'BRIEN (1983-2005, 2006) Associate Professor of Accounting/Director of Extended Programs

B.S., Dakota State University
M.B.A., University of South Dakota
M.P.A., University of South Dakota
Ed.D., University of South Dakota

CHRIS OLSON (2006), Assistant Professor of Computer Information Systems
B.S., Dakota State University
M.S., Dakota State University

JEFFREY PALMER (1991), Professor of Mathematics
B.A., Bemidji State University
B.S., Bemidji State University
M.S., Washington State University
Ph.D., Washington State University

LINDA J. PARKS (2010) Assistant Professor of Health Information Management
B.S., Park College, Parkville, MO
M.A., College of St. Scholastica, Duluth, MN

JOSH PAULI (2004), Associate Professor of Information Systems
B.S., Dakota State University
M.S., Dakota State University
Ph.D., North Dakota State University

WAYNE PAULI (2001), Associate Professor of Information Systems and Director of Center of Excellence in Computer Information Systems/Associate Dean
B.S., Northern State University
M.S., Dakota State University
Ph.D., Capella University

DAVID L. PEAK (2001), Associate Professor of Management
B.S., Louisiana State University
M.S., Louisiana State University
Ph.D., Louisiana State University and A & M College

RICHARD D. PUETZ (1983), Professor of Accounting and Business Law, C.P.A. and Academic Coordinator for BBA
B.S. Ed., Northern State University
M.S., South Dakota State University
M.P.A., University of South Dakota
J.D. University of South Dakota

SURENDRA SARNIKAR (2007), Associate Professor of Information Systems
B.E., Osmania University, Hyderabad, India
M.S., University of Arizona
Ph.D., University of Arizona

RONGHUA SHAN (1998), Associate Professor of Computer Science/Information Systems
B.E., Zhejiang University of Technology, Zhejiang, China
Post Graduate Diploma - China University of Mining & Technology, Beijing, China
M.A., University of Nebraska-Lincoln
Ph.D., University of Nebraska-Lincoln

ZIXING SHEN (2009), Assistant Professor Management/MIS

B.A., Sichuan University, China
M.S., University of Nebraska-Lincoln
Ph.D., Case Western Reserve University

RISË L. SMITH (1984), Professor and Digital Design and Access Librarian

B.A., Kalamazoo College
M.A., University of Michigan
M.L.S., San Jose State University

VICKI STERLING (1977), Professor of Education

B.S., Dakota State University
M.A., University of South Dakota
Ed.D, University of South Dakota

KEVIN STREFF (2002), Associate Research Professor of Information Assurance, Director of the National Center for the Protection of the Financial Infrastructure

B.B.A., Dakota State University
M.B.A., Temple University
Ph.D., Capella University

DANIEL TALLEY (1996), Professor of Economics

B.S., University of Puget Sound
Ph.D., University of Oregon

DEB TECH (1999), Assistant Professor of Marketing

B.A., Concordia Teachers College
M.B.A., University of Nebraska-Lincoln
Ph.D., Northcentral University

BRENT TULLOSS (2001), Instructor of Information Systems

B.S., Dakota State University
M.S., Dakota State University

JACK WALTERS (2005), Associate Professor of Management

B.S., University of Pennsylvania
M.S., University of South Florida
Ph.D., University of Texas at Austin

HAOMIN WANG (1998), Associate Professor of Instructional Technology and Manager of Instructional Technology

B.A., Jiangxi Normal University, Nanchang, Jiangxi Province, China
M.A., Northern Arizona University
Ed.D., Northern Arizona University

DON WIKEN (1997), Associate Professor of Education

B.A., University of South Dakota
M.S.S., University of South Dakota
Ed.D., University of South Dakota

CECELIA WITTMAYER (1986), Professor of Business and Vice President for Academic Affairs

B.S., South Dakota State University
M.S., South Dakota State University
Ph.D., University of Nebraska-Lincoln

DIANXIANG XU (2009), Associate Research Professor

B.S., Nanjing University, China
M.S., Nanjing University, China
Ph.D., Nanjing University, China

About DSU Graduate Programs

This catalog is neither a contract nor an offer of a contract. It serves as an introduction to Dakota State University, its graduate degree programs, and student services offered. It is intended to help students select a career program that suits their career plans and life-long interests. It provides the information they need to pursue a graduate program of study at Dakota State University.

DSU Graduate Programs in Review

The South Dakota Board of Regents has authorized DSU to offer graduate degrees at the master's and doctoral levels. DSU graduate programs are a logical extension of the University's mission and provide rigorous, advanced education in programs that meet this mission. DSU graduate programs combine both theoretical knowledge and practical applications and are designed to meet the needs of a world being shaped by continuously and rapidly changing technology. Computer technology is integral to all programs. This policy can be reviewed at http://www.dsu.edu/hr/policies/05-10-00.aspx.

Vice President for Academic Affairs

The Vice President for Academic Affairs, together with the deans of the academic colleges and the directors of the academic support units, is responsible for ensuring the academic integrity of the courses and programs offered by Dakota State University. As the chief academic officer of the University, the VP for Academic Affairs has direct responsibility for the academic programs offered by the institution, as well as direct responsibility for Institutional Effectiveness and Assessment, Center of Excellence for Computer Information Systems, Computing Services, Extended Programs, College of Business and Information Systems, College of Education, College of Arts and Sciences, Graduate Studies and Research, and the Karl E. Mundt Library. Principal responsibilities of the office include the strengthening and further development of the curriculum and addressing exceptional situations regarding final exam schedules, grading standards, and related academic matters.

Graduate Council

The Graduate Council serves as the faculty body that oversees graduate education, plans for the future of graduate education in the broadest terms, and guides the evolution of graduate programs at DSU. The Graduate Council is responsible for all academic policies related to post-baccalaureate study and degree programs. This policy can be found at http://www.dsu.edu/hr/policies/05-40-00.aspx.

Specific responsibilities include:

- Exercise general oversight relative to the standards and academic integrity of all graduate degree programs;
- Receive and review annual reports on graduate program activities;
- Establish broad policies concerning graduate education;
- Recommend approval of proposed graduate programs and all graduate curriculum changes;
- Review criteria and processes for membership on graduate faculty;
- Consider other matters submitted to them by the Dean of Graduate Studies and Research;
- Serve as an advisory board to the Dean of Graduate Studies and Research and the Vice President for Academic Affairs for matters concerning graduate education.

Graduate Faculty

Graduate faculty serve on graduate program committees to ensure program integrity and on Graduate Council to assist with oversight of graduate programs and policy. Dakota State University has a single university-wide graduate faculty. This body has the following authorities and responsibilities:

- Teach courses for graduate credit;
- Serve on examination committees (or equivalent) for students in graduate-level programs;
- Serve as thesis/dissertation reviewers for graduate programs in their discipline and as external examiners for students in graduate programs outside their discipline;
- Serve as advisors for students pursuing graduate-level degree programs;
- Actively engage in research/scholarly activity;
- Serve on graduate admissions and graduate program committees;
- Serve on the Graduate Council.

Faculty members may be nominated to the graduate faculty by the Dean of Graduate Studies and Research, the graduate program coordinator, the faculty member's dean, or by a graduate faculty member. The Graduate Council will screen nominations and report their decisions to the Dean of Graduate Studies and Research. This policy can be reviewed at http://www.dsu.edu/hr/policies/05-21-00.aspx.

Graduate Program Committees

Each graduate program will have a program committee that is responsible for supervision and oversight of the graduate work in their program and manages day-to-day activities of the graduate program under the leadership of the graduate program coordinator. The program committee handles the specifics of program curriculum, instruction, advising, and scheduling. The program committee report on their activities on an annual basis to the Dean of Graduate Studies and Research and to the Graduate Council through their graduate program coordinator. This policy can be reviewed at http://www.dsu.edu/hr/policies/05-41-00.aspx.

Office of Graduate Studies and Research

The Office of Graduate Studies and Research oversees all aspects of graduate education at Dakota State University including the development, administration, termination, and assessment of graduate programs, the admission and guidance of graduate students, the granting of graduate degrees, and the implementation of graduate policies. This policy can be reviewed at http://www.dsu.edu/hr/policies/05-11-00.aspx.

Academic Calendar

Fall and spring terms are 16 weeks in length: Fall starts around late August or early September and goes through mid December. Spring starts around early January and goes through mid-May. Summer sessions vary in length from 4 weeks to 12 weeks, May through August, with classes typically meeting Monday through Friday.

Courses are available on the main campus in Madison, in Sioux Falls and by Internet/distance through the Office of Extended Programs which coordinates Internet and distance offerings.

Fall Semester 2012

Aug. 24 (Fri)	8:00 a.m. Residence Halls open for first year students only
	New Student Orientation Activities begin
Aug. 25-26 (Sat-Sun)	8:00 a.m. Residence Halls open for all students
Aug. 27 (Mon)	8:00 a.m. Internet and University Center classes begin
	4:00 p.m. Main Campus classes begin
Sept. 3 (Mon)	Labor Day - no classes
Sept. 5 (Wed)	CENSUS DAY
	Last day to register for any fall class to determine financial aid eligibility
	Last day to add a **full semester** class
	Last day to drop a **full semester** class and receive 100% refund
Sept. 6 (Thurs)	**Tuition and Fees** - Deadline for payment or payment plan to avoid cancellation of registration and late fee assessment
Oct. 1 (Mon)	Last day to apply for Fall 2012 Graduation
Oct. 8 (Mon)	Native American Day – no classes
Oct. 17 (Wed)	11:00 a.m. Student Convocation
Oct. 18 (Thurs)	Last day of **first half semester** classes
Oct. 23 (Tues)	Mid-term deficient grades due
Oct. 29 - Nov. 16	Continuing student pre-registration for Spring 2013 and Summer 2013
Oct. 26 (Fri)	Last day a student withdraw from the University and be eligible for a refund of University charges based on federal regulations and Board of Regents policy.
Nov. 8 (Thurs)	Last day to withdraw from a **full semester course or school** and receive a grade of "W"
Nov. 12 (Mon)	Veterans' Day observed – no classes
Nov. 21-25	Thanksgiving holiday – no classes
	Please note: Tuesday, Nov. 20, evening classes <u>will be</u> **held**
Nov. 26 (Mon)	Classes Resume
Dec. 8 (Sat)	Commencement – Fieldhouse
Dec. 10-14	Final Examination Period
Dec. 14 (Fri)	Semester Ends
	Residence Halls Close – 3:00 pm
Dec. 19 (Wed)	Final grades due

NOTE: *Dates and events are subject to changes. Changes will be communicated to campus via email, campus newspaper, or other means as appropriate.*

Fall 2012 Final Exam Schedule

December 10 – December 14

IF YOU HAVE CLASS:	YOUR EXAM IS ON:
8:00 am – M,W, MW, MWF, WF, MTWTH, MTWF or F	Monday, from 8-10 am
8:00 am – T, TTH, TH or MTWTHF	Tuesday, from 8-10 am
9:00 am – M, W, MW, MWF, WF, MTWTH, MTWF or F	Wednesday, from 8-10 am
9:30 am – T, TTH, TH or MTWTHF	Tuesday, from 10:30-12:30 pm
10:00 am – M, W, MW, MWF, WF, MTWTH, MTWF or F	Monday, from 10:30-12:30 pm
11:00 am – M, W, MW, MWF, WF, MTWTH, MTWF or F	Wednesday, from 10:30-12:30 pm
11:00 am – T, TTH, TH or MTWTHF	Thursday, from 10:30-12:30 pm
12:00 pm – M, W, MW, MWF, WF, MTWTH, MTWF or F	Friday, from 10:30-12:30 pm
12:00 pm – T, TTH, TH or MTWTHF	Tuesday, from 1:00-3:00 pm
12:30 pm – T, TTH, TH or MTWTHF	Tuesday, from 1:00-3:00 pm
1:00 pm – M, W, MW, MWF, WF, MTWTH, MTWF or F	Monday, from 1:00-3:00 pm
1:00 pm – T, TTH, TH or MTWTHF	Thursday, from 1:00-3:00 pm
1:30 pm – M, W, MW, MWF, WF, MTWTH, MTWF or F	Monday, from 1:00-3:00 pm
1:30 pm – T, TTH, TH or MTWTHF	Thursday, from 1:00-3:00 pm
2:00 pm – M, W, MW, MWF, WF, MTWTH, MTWF or F	Wednesday, from 1:00-3:00 pm
2:30 pm – T, TTH, TH or MTWTHF	Tuesday, from 3:30-5:30 pm
3:00 pm – M, W, MW, MWF, WF, MTWTH, MTWF or F	Monday, from 3:30-5:30 pm
4:00 pm – M, W, MW, MWF, WF, MTWTH, MTW or F	Wednesday, from 3:30-5:30 pm
4:00 pm – T, TTH, TH or MTWTHF	Thursday, from 3:30-5:30 pm
Monday evenings	Monday, from 7:30-9:30 pm
Tuesday evenings	Tuesday, from 7:30-9:30 pm
Wednesday evenings	Wednesday , from 7:30-9:30 pm
Thursday evenings	Thursday, from 7:30-9:30 pm

NOTE: All Students

No student will be required to participate in more than three evaluative activities on any one day of the final exam week. Permission to reschedule a final evaluative activity should be sought before mid-semester if at all possible. The student, after consulting with his or her advisor, should petition the dean(s) responsible for the activity(ies) to be changed by completing the "Finals Week" form which is available online at http://www.dsu.edu/academics/forms.aspx The dean(s) will coordinate and approve the necessary rescheduling. Any changes or deviations in the schedule for an individual student must have advance approval of the dean in whose college the course is taught.

Spring Semester 2013

Jan. 8 (Tues)	8:00 a.m. Residence Halls open for all students
Jan. 9 (Wed)	8:00 a.m. Internet and University Center classes begin
	4:00 p.m. Main Campus classes begin
Jan. 18 (Fri)	CENSUS DAY
	Last day to register for any class to determine financial aid eligibility
	Last day to add a **full semester** class
	Last day to drop a **full semester** class and receive 100% refund
Jan. 21 (Mon)	**Tuition and Fees** - Deadline for payment or payment plan to avoid cancellation of registration and late fee assessment
	Martin Luther King, Jr. Day – no classes
Feb. 1 (Fri)	Last day to apply for Spring 2013 and Summer 2013 graduation
Feb. 18 (Mon)	President's Day – no classes
Feb. 26 (Tues)	11:00 a.m. Student Convocation
Mar. 2-10	Spring Break
Mar. 11 (Mon)	Last day of **first half semester** classes
Mar. 14 (Thurs)	Mid-term deficient grades due
Mar. 21 (Thurs)	Last day to withdraw from the University and be eligible for a refund of University charges based on federal regulations and Board of Regents policy
March 25-April 12	Tentative date for continuing student pre-registration for fall and summer 2013 and spring 2014
March 29-April1	Easter Holiday
	Please note: Easter holiday begins 5:00 p.m. March 28
April 2 (Tues)	8:00 a.m. Classes Resume
April 3 (Wed)	Last day to withdraw from a **full semester class or school** and receive a grade of "W"
April 29 - May 3	Final examination period
May 3 (Fri)	Semester ends
	Residence Halls close – 5:00 pm
May 4 (Sat)	Commencement – Fieldhouse
May 8 (Wed)	Final grades due

NOTE: *Dates and events are subject to changes. Changes will be communicated to campus via email, campus newspaper, DSU News, or other means as appropriate.*

Spring 2013 Final Exam Schedule

April 29 – May 3

IF YOU HAVE CLASS:	YOUR EXAM IS ON:
8:00 am – M,W, MW, MWF, WF, MTWTH, MTWF or F	Monday, from 8-10 am
8:00 am – T, TTH, TH or MTWTHF	Tuesday, from 8-10 am
9:00 am – M, W, MW, MWF, WF, MTWTH, MTWF or F	Wednesday, from 8-10 am
9:30 am – T, TTH, TH or MTWTHF	Tuesday, from 10:30-12:30 pm
10 am – M, W, MW, MWF, WF, MTWTH, MTWF or F	Monday, from 10:30-12:30 pm
11 am – M, W, MW, MWF, WF, MTWTH, MTWF or F	Wednesday, from 10:30-12:30 pm
11 am – T, TTH, TH or MTWTHF	Thursday, from 10:30-12:30 pm
12 pm – M, W, MW, MWF, WF, MTWTH, MTWF or F	Friday, from 10:30-12:30 pm
12 pm – T, TTH, TH or MTWTHF	Tuesday, from 1:00-3:00 pm
12:30 pm – T, TTH, TH or MTWTHF	Tuesday, from 1:00-3:00 pm
1 pm – M, W, MW, MWF, WF, MTWTH, MTWF or F	Monday, from 1:00-3:00 pm
1 pm – T, TTH, TH or MTWTHF	Thursday, from 1:00-3:00 pm
1:30 pm – M, W, MW, MWF, WF, MTWTH, MTWF or F	Monday, from 1:00-3:00 pm
1:30 pm – T, TTH, TH or MTWTHF	Thursday, from 1:00-3:00 pm
2 pm – M, W, MW, MWF, WF, MTWTH, MTWF or F	Wednesday, from 1:00-3:00 pm
2:30 pm – T, TTH, TH or MTWTHF	Tuesday, from 3:30-5:30 pm
3 pm – M, W, MW, MWF, WF, MTWTH, MTWF or F	Monday, from 3:30-5:30 pm
4 pm – M, W, MW, MWF, WF, MTWTH, MTW or F	Wednesday, from 3:30-5:30 pm
4 pm – T, TTH, TH or MTWTHF	Thursday, from 3:30-5:30 pm
Monday evenings	Monday, from 7:30-9:30 pm
Tuesday evenings	Tuesday, from 7:30-9:30 pm
Wednesday evenings	Wednesday , from 7:30-9:30 pm
Thursday evenings	Thursday, from 7:30-9:30 pm

NOTE:

No student will be required to participate in more than three evaluative activities on any one day of the final exam week. Permission to reschedule a final evaluative activity should be sought before mid-semester if at all possible. The student, after consulting with his or her advisor, should petition the dean(s) responsible for the activity(ies) to be changed by completing the "Finals Week" form which is available online at http://www.dsu.edu/academics/forms.aspx The dean(s) will coordinate and approve the necessary rescheduling. Any changes or deviations in the schedule for an individual student must have advance approval of the dean in whose college the course is taught.

Academic Programs

Bachelor/Master of Science
Fast Track (4+1) Program

Program description, goals, and benefits

The Technology FastTrack program at DSU provides a unique opportunity for high achieving undergraduate students to obtain both a Bachelors and a Master's degree in five years. This is accomplished by allowing these students to take selected graduate courses during their senior year. These courses will also count towards their undergraduate course requirements thereby fast-tracking their completion of a graduate program. The structure of the program provides distinct advantages to our undergraduate students and can provide a valuable recruiting tool for both the undergraduate and graduate programs. In effect, students will be able to:

- Leverage their presence on campus to complete some of the requirements of the graduate program during the last semesters of their undergraduate degree, thus reducing completion time by at least one semester. In effect, obtaining a BS and a MS degree in five years.
- Save on tuition cost by taking up to 9 credits of graduate course work that will count towards undergraduate and graduate program requirements.

Specific Undergraduate and Graduate Programs for Fast Track Requirements

The fast track programs are specifically for the Masters of Science in Information Assurance and the Masters of Science in Information Systems graduate programs in the College of Business and Information Systems.

Undergraduate students in the Computer Information Systems (CIS), Computer and Network Security (CONS), Network and Systems Administration (NSA), or the Computer Science (CSC) programs would select the MSIA or MSIS program.

Admission requirements

Students with a major in CIS, CONS, NSA, or CSC may be admitted to the Fast Track program upon completion of their junior year. Accordingly, they can apply to the program in the last semester of their junior year. To be considered, the student will have to meet the following requirements:

- Have senior status by the time they commence their joint undergraduate/graduate program.
- Have a cumulative GPA of 3.25 or higher after grades have been posted from their junior year.
- Have declared the Center of Excellence in Computer Information Systems minor.

Application requirements

A 4+1 application can be picked up in the College of Business & Information Systems Office, the Office of Graduate Studies & Research, or on the graduate website. A completed application package is required once a student has earned his/her BS degree. See program information for specific application requirements.

Sample Programs of Study

1) IS with MSIS Program of Study

Students will be allowed to take up to 3 graduate courses from either Plan A or Plan B during their senior year.

Plan A

Substitute three specific INFS core courses for three specific CIS courses (a total of nine credits):

- Take: INFS 720 - System Analysis and Design Using Case Tools — 3 credits
  To Replace: CIS 332 Structured Systems Analysis & Design
- Take: INFS 724 - Project and Change Management — 3 credits
  To Replace: CIS 427 Information Systems Planning & Mgmt
- Take: INFS 760 - Enterprise Modeling and Data Management — 3 credits
  To Replace: CIS 484 Database Management Systems

Plan B

Substitute three specific INFS core courses from the list to replace three CIS Electives (a total of nine credits)

Recommended selections:

- INFS 720 - System Analysis and Design Using Case Tools — 3 credits
- INFS 724 - Project and Change Management — 3 credits
- INFS 730 - Web Application Development — 3 credits
- INFS 750 - IT Infrastructure, Technology and Network Management — 3 credits
- INFS 760 - Enterprise Modeling and Data Management — 3 credits
- INFS 780 - Information Technology Strategy and Policy — 3 credits

2) CONS/NSA/CSC with MSIA Program of Study

Students will be allowed to take up to 3 graduate courses during their senior year. Substitute three specific INFA core courses to replace three electives (a total of nine credits). Students who complete the CONS major or minor as an undergraduate will not be required to take INFA 532 and INFA 534 in the MSIA program.

Recommended selections:

- INFA 701 - Principles of Information Assurance 3 credits
- INFA 713 - Managing Security Risks 3 credits
- INFA 715 - Data Privacy 3 credits

Doctor of Science
Information Systems, D.Sc.

Program Description

The Doctor of Science (D.Sc.) in Information Systems is designed to prepare individuals for careers in research, teaching and corporate employment. This program emphasizes applied scholarship, focusing on multi-disciplinary research projects with a strong emphasis on the productive application of information systems and information technology to organizations and their management. The program supports a thriving and sustained applied research program that meets the research needs of the State of South Dakota, the university, and its graduate students. The degree program is intended to produce graduates with a commanding knowledge of information systems and of applications and research in information systems. Graduates of the program will be qualified to pursue careers in:

- teaching and research within an academic setting.
- applied research within a corporate setting or government agency.
- industry, particularly in data-intensive industries such as the banking and finance industry in the state, or within other data-intensive corporations.

Program Delivery

Courses in the D.Sc. in Information Systems program are offered using a variety of instructional delivery methods:

1. Face-to-face on site in Madison, SD in a traditional classroom setting.
2. Interactive video-conferencing via the Dakota Digital Network, offered at multiple sites in South Dakota (sites arranged to meet student need).
3. At a distance via Internet, using a combination of both live and/or encoded streaming videos of classes, interactive course web boards, course web sites, and e-mail. All courses are web-enhanced.

Instruction includes lectures, seminars, computer lab work, and guided research in the student's specialization. This doctoral program uses a combination of on-campus and distance delivery methods.

Program Completion

The program can be completed on a full-time or part-time basis, with classes offered in three academic terms: fall, spring, and summer. Full-time students with a master's degree in information systems should be able to complete this program in 3 years. The program must be completed within 7 years of the semester of their admission. Students who do not meet the academic requirements for admission may be required to complete up to 15 additional hours of foundational coursework.

Admission Requirements Specific to the D.Sc. in Information Systems

Dakota State University seeks highly motivated individuals with education and professional credentials that will enable them to be successful doctoral students. Students who do not meet the academic requirements for admission may be required to take up to 15 additional hours of foundational coursework.

D.Sc. Admission Requirements

1. Baccalaureate degree from an institution of higher education with full regional accreditation for that degree. International students must have an undergraduate (bachelor's) degree that is the equivalent to a four-year undergraduate degree in the U.S. Students who enter the program with graduate coursework in disciplines related to information systems may have to complete some master-level information requirements. Students who enter the program without a master's degree in information systems or related field and without an undergraduate background in information systems will be required to complete a series of foundational courses.
2. Minimum undergraduate grade point average of 2.70 on a 4.0 scale (or equivalent on an alternative grading system).
3. Satisfactory scores on the GRE. The test must have been taken within the last five years. The test can be waived if one of the following conditions is met:
    - A cumulative grade point average of 3.25 or higher on a 4.0 scale for a baccalaureate degree from a regionally accredited college or university in the U.S.;
    - Official admission into and demonstrated success in a regionally accredited graduate program in the U.S. Demonstrated success is defined as grades of A or B in at least 9 hours of graduate work;

      OR
    - Graduation from a regionally accredited college/university in the U.S. at least 15 years ago or more.
4. Essential knowledge in both business fundamentals and information systems. This knowledge includes the following:
    - that they can analyze organizational systems and take appropriate action with particular business structures, particularly overcoming resistance to change;
    - organizations, and the role of IT professionals in developing, acquiring and managing IS;
    - systems including, setting a direction for information resources, managing technology resources, and managing the information systems function; (Windows and UNIX);
    - ability to use spreadsheets for computations and analysis;
    - understanding of the principles of programming and the ability to program.

    The knowledge requirement can be met in a variety of ways, including: an undergraduate degree in MIS; specific undergraduate or graduate coursework that covers required knowledge; appropriate, verifiable IS/IT or management experience. Students using experience to meet the knowledge requirements may be required to demonstrate competency in the subject. Students who have not had appropriate coursework or acceptable experience to meet the knowledge requirements will be admitted to the program if they meet the other minimum requirements. However, these students will be required to meet the knowledge requirement by satisfactory completion of specified knowledge support courses as part of their program of study.

5. Other factors (such as student maturity, references, or special expertise) also may be used to determine admission to the program.

Entry-Level Knowledge Requirements

Students who enter the program with graduate coursework in disciplines related to information systems may have to complete some foundational and masters-level information systems requirements. Students who enter the program without a master's degree in information systems or related field and without an undergraduate background in information systems will be required to complete a series of foundational courses prior to being admitted to the program in addition to the 27 credits in information systems at the master's degree level. Foundational courses include:

- INFS 601 - Information Systems 3 credits
- INFS 605 - Foundations of Programming 3 credits
- INFS 608 - Applied Statistics 3 credits
- INFS 612 - Management and Evaluation of Information Systems 3 credits
- INFS 614 - Introduction to Research 3 credits

Specific Application Information:

1. Application deadline: All application materials must be received by May 15th.
2. Entry Semesters: Students enter the program in the Fall semester only.

Program Faculty:

Richard Christoph, Amit Deokar, Omar El-Gayar, William Figg, Steve Graham, Tom Halverson, Stephen Krebsbach, Josh Pauli, Wayne Pauli, Surendra Sarnikar, Ronghua Shan, Kevin Streff, Daniel Talley, Manghui (Michael) Tu, Dianxiang Xu

Program Requirements

The program can be completed on a full-time or part-time basis, with classes offered in three academic terms: fall, spring, and summer. Overall, the program requirements for the D.Sc. in Information Systems include a total of 88 semester credit hours:

- 63 credit hours of graduate coursework:
    - 27 credit hours of masters-level Information Systems (MSIS) which may be waived for students with an MSIS degree
    - 9 credit hours of research methods
    - 27 credit hours of research specialization including research seminars, and core and electives courses
- Comprehensive examination
- Qualifying portfolio
- 25 credit hours of dissertation

Courses supporting the D.Sc. Program:

The doctoral curriculum assumes that a student enters the program with a master's degree in information systems or a related field. Students who enter the program without a master's degree in information systems (MSIS) or a related field will be required to complete up to 27 credits at the master's degree level: 18 credits in information systems core courses and 9 credits of elective coursework in one of the four specializations currently offered by DSU. Students who enter the program with graduate coursework in related disciplines may have to complete some of these requirements.

Research Seminar Topics Course

The objective of the research seminar topics course (INFS 890) is to allow students in the D.Sc. (IS) program to report, present and discuss research articles on specific topics in their areas of specialization as well as their own research, and thus provide a solid foundation for their dissertation. This seminar will be open for all interested faculty and students who wish to attend and participate in the discussions.

Prerequisites: None

Structure

Each research seminar topics course will be of 1 credit hour with S (satisfactory)/U (unsatisfactory) grade, counting towards the D.Sc. (IS) program requirements. Students will be required to complete 6 research seminar topic courses with an S (satisfactory) grade in each of these courses in order to meet the D.Sc. (IS) program requirements.

Students must have completed at least 3 credit hours of research seminar topics courses before attempting the D.Sc. comprehensive examination. Also, students must have completed the requirement of 6 credit hours of research seminar topics courses before scheduling their final dissertation defense.

The procedural details of the research seminar would be as follows. Each section of INFS 890 would have a faculty supervisor assigned for each semester. The supervisor would be responsible for the logistics of the course, such as providing a potential reading list, coordinating student presentations, managing discussion forums, and grading. Each section of the course would consist of students' presentations on different, but possibly related topics. The nature of the presentations in each section may differ and will be decided by the faculty supervisor. Students may be asked to present their own research (either work-in progress or based on a recent conference or journal publication) or a comprehensive literature review on a topic of their interest highlighting contemporary research issues. Alternatively, a list of key articles in a particular area may be provided and students will be asked to present articles from this reading list. Other articles may be included for presentation upon discussion with the faculty supervisor. These research seminars will provide an excellent opportunity for students to get feedback from their peers and faculty.

To successfully complete each research seminar course, each student would be required to submit a written report based on the presentations conducted in that section of the course. Other related details such as focus/format of presentations, length of presentations, format/length of written report, will be provided by the faculty supervisor in each section of the course.

Presentations would be conducted synchronously for both on-campus and off-campus students through use of appropriate distance learning technologies. Presentations may be recorded and made publicly available for later reference. Asynchronous discussions on presentation topics may be enabled using discussion forums or wikis or related technologies.

Timeline

Students are encouraged to enroll in INFS 890 sections immediately at the beginning of the program and continue enrolling for one seminar course in the subsequent semesters (including summer) until all the six seminar course requirements are completed. This will enable them to get a broader perspective on different research topics, while also improving their presentation abilities and completing the requirements of the D.Sc. program in a timely manner.

Evaluation

Each student would be evaluated by the faculty supervisor and provided an S (satisfactory) or U (unsatisfactory) grade at the end of the semester. Sections with a U (unsatisfactory) grade will not count for completion of the D.Sc. (IS) program requirements. Key criteria for grading would include student presentation abilities (key points coverage, research perspectives on the topic, presentation skills), and student participation through in class discussions and/or discussion forums, in addition to any other criteria set by the individual faculty in charge.

Research Methods Component:

The research methods courses are designed to provide students with a basic background in information systems research as well as a strong foundation in information systems research methodology, including quantitative, qualitative and design research methods.

- INFS 805 - Design Research Methods 3 credits
- INFS 810 - Qualitative Research Methods 3 credits
- INFS 815 - Quantitative Research Methods 3 credits

Total: 9 Credit Hours

Research Specializations:

The curriculum includes three research specializations. The specializations each include 27 credit hours:

- 3 required courses (9 credits)
- 6 seminar courses (1 credit each, taken each semester in which the student is enrolled)
- 4 elective courses (12 credits)

The required and elective courses within each specialization are intended to provide a coherent body of knowledge in support of the student's research agenda/career plans. The research seminars are intended to acquaint students with contemporary information systems research issues.

Specialization 1: Decision Support, Knowledge and Data Management

- INFS 830 - Decision Support Systems 3 credits
- INFS 834 - Knowledge Management 3 credits
- INFS 838 - Decision Support/Knowledge Management Research 3 credits
- INFS 890 – Seminar 1-3 credits (6 credits required)
- Specialization electives 12 credits

Total: 27 Credit Hours

Specialization 2: Information Assurance and Computer Security

- INFA 701 - Principles of Information Assurance 3 credits
- INFA 713 - Managing Security Risks 3 credits
- INFS 848 - Information Assurance/Computer Security Research 3 credits
- INFS 890 - Seminar 1-3 credits (6 credits required)
- Specialization electives 12 credits

Total: 27 Credit Hours

Specialization 3: Healthcare Information Systems

- HIMS 748 - IS Tools and Applications for Healthcare Research 3 credits
- INFS 820 - Current Issues Health Informatics 3 credits
- INFS 868 - Health Informatics Research 3 credits
- INFS 890 - Seminar 1-3 credits (6 credits required)
- Specialization electives 12 credits

Total: 27 Credit Hours

Specialization Electives: Select four (12 cr.) courses from the list below

Decision Support, Knowledge and Data Management

- INFS 830 - Decision Support Systems — 3 credits (Required)
- INFS 834 - Knowledge Management — 3 credits (Required)
- INFS 762 - Data Warehousing and Data Mining — 3 credits (Elective)
- INFS 764 - Information Retrieval — 3 credits (Elective)
- INFS 766 - Advanced Database — 3 credits (Elective)
- INFA 713 - Managing Security Risks — 3 credits (Elective)
- INFA 741 - Introduction to Banking — 3 credits (Elective)

Information Assurance and Computer Security

- INFS 830 - Decision Support Systems — 3 credits (Elective)
- INFS 834 - Knowledge Management — 3 credits (Elective)
- INFA 713 - Managing Security Risks — 3 credits (Required)
- INFA 715 - Data Privacy — 3 credits (Elective)
- INFA 719 - Software Security — 3 credits (Elective)
- INFA 721 - Computer Forensics — 3 credits (Elective)
- INFA 723 - Cryptography — 3 credits (Elective)
- INFA 725 - Advanced Network Hacking — 3 credits (Elective)
- INFA 729 - Advanced Web Hacking — 3 credits (Elective)
- INFA 739 - Software Quality Assurance — 3 credits (Elective)
- INFA 741 - Introduction to Banking — 3 credits (Elective)
- INFA 743 - Information Security Management Systems Transactions — 3 credits (Elective)
- INFA 745 - Compliance and Audit — 3 credits (Elective)
- INFA 751 - Wireless Security — 3 credits (Elective)

Healthcare Information Systems

- INFS 830 - Decision Support Systems — 3 credits (Elective)
- INFS 834 - Knowledge Management — 3 credits (Elective)
- INFS 762 - Data Warehousing and Data Mining — 3 credits (Elective)
- INFS 764 - Information Retrieval — 3 credits (Elective)
- INFS 766 - Advanced Database — 3 credits (Elective)
- INFA 713 - Managing Security Risks — 3 credits (Elective)
- INFA 715 - Data Privacy — 3 credits (Elective)

Course Grades

Course Grades are used as an indirect measure of student attainment of specific program goals and objectives. DSU Policy requires students to maintain a 3.0 GPA in the program, receive no grades below a C, and have no more than 2 grades of a C. If you do not maintain the required "B" average you will be placed on academic probation and given the opportunity to raise your GPA to 3.0 within the next nine credit hours. If you do not raise your GPA to 3.0 you will be suspended from the program. If you receive more than 6 credits of "C" or any grade lower than a "C" you will be suspended from the program. You may appeal the suspension. If students have questions regarding grading, they should review the Satisfactory Progression Policy (DSU Policy 05-34-00) or speak with their advisor.

Assessment/Evaluation Activities

The D.Sc. program committee and a student's research advisory committee will evaluate the student's progress using these three evaluation methods: comprehensive examination, qualifying portfolio, original research and dissertation defense.

- Comprehensive Examination (See Comprehensive Exam Guidelines on website)
- Portfolio (See Portfolio Guidelines on website)
- Dissertation (See Dissertation Guidelines on website)

Doctor of Science Summary

Summary subject to change.

Knowledge Requirements (3-15 Credits)

Required only of students who do not meet specific admission knowledge requirements.

- INFS 601 - Information Systems 1-3 credits (3 credits required)
- INFS 605 - Foundations of Programming 3 credits
- INFS 608 - Applied Statistics 3 credits
- INFS 612 - Management and Evaluation of Information Systems 3 credits
- INFS 614 - Introduction to Research 3 credits

Master's Level Information Systems
Required Classes (18 Credits)

- INFS 720 - System Analysis and Design Using Case Tools 3 credits
- INFS 724 - Project and Change Management 3 credits
- INFS 730 - Web Application Development 3 credits
- INFS 750 - IT Infrastructure, Technology and Network Management 3 credits
- INFS 760 - Enterprise Modeling and Data Management 3 credits
- INFS 780 - Information Technology Strategy and Policy 3 credits

Master's Level Information Systems:
Select one of five Specializations (9 Credits)

Data Management (9 Credits)

- INFS 762 - Data Warehousing and Data Mining 3 credits
- INFS 764 - Information Retrieval 3 credits
- INFS 766 - Advanced Database 3 credits

Application Development (9 Credits)

- INFS 732 - Emerging Technologies and Issues 3 credits
- INFS 734 - Multi-tiered and Service-Oriented Architectures 3 credits
- INFS 762 - Data Warehousing and Data Mining 3 credits

Network Administration & Security (9 Credits)

- INFS 752 - Advanced Network Technology and Management 3 credits
- INFS 754 - Network Security/Intrusion Detection 3 credits
- INFS 756 - Cloud Computing and Network Services 3 credits

Healthcare Information Systems (9 Credits)

- INFS 701 - Introduction to Healthcare Information 3 credits
- INFS 742 - Healthcare Information Infrastructure 3 credits
- INFS 744 - Healthcare Information Analysis 3 credits

General Specialization (9 Credits)

- INFS 732 Electronic Commerce
- INFS 752 Advanced Network Technology & Management
- INFS 762 Data Warehousing & Data Mining

Research Methods: (9 Credits)

- INFS 805 - Design Research Methods 3 credits
- INFS 810 - Qualitative Research Methods 3 credits
- INFS 815 - Quantitative Research Methods 3 credits

Research Specializations:
Select one of three Specializations (27 Credits)

Decision Support, Knowledge and Data Management (27 Credits)

- INFS 830 - Decision Support Systems 3 credits
- INFS 834 - Knowledge Management 3 credits
- INFS 838 - Decision Support/Knowledge Management Research 3 credits
- INFS 890 - Seminar 1-3 credits (6 credits required)
- Select four (12 cr.) electives from electives list 12 credits

Information Assurance and Computer Security (27 Credits)

- INFA 701 - Principles of Information Assurance 3 credits
- INFA 713 - Managing Security Risks 3 credits
- INFS 848 - Information Assurance/Computer Security Research 3 credits
- INFS 890 – Seminar 1-3 credits (6 credits required)
- Select four (12 cr.) electives from electives list 12 credits

Healthcare Information Systems (27 credits)

- HIMS 748 - IS Tools and Applications for Healthcare Research 3 credits
- INFS 820 - Current Issues Health Informatics 3 credits
- INFS 868 - Health Informatics Research 3 credits
- INFS 890 – Seminar 1-3 credits (6 credits required)
- Select four (12 cr.) electives from electives list 12 credits

Specialization Electives:
Select four (12 cr.) courses from the list below

Decision Support, Knowledge and Data Management

- INFS 762 - Data Warehousing and Data Mining 3 credits
- INFS 764 - Information Retrieval 3 credits
- INFS 766 - Advanced Database 3 credits
- INFA 713 - Managing Security Risks 3 credits
- INFA 741 - Introduction to Banking 3 credits
-

Information Assurance and Computer Security

- INFS 830 - Decision Support Systems 3 credits
- INFS 834 - Knowledge Management 3 credits
- INFA 715 - Data Privacy 3 credits
- INFA 719 - Software Security 3 credits
- INFA 721 - Computer Forensics 3 credits
- INFA 723 - Cryptography 3 credits

- INFA 725 - Advanced Network Hacking 3 credits
- INFA 729 - Advanced Web Hacking 3 credits
- INFA 739 - Software Quality Assurance 3 credits
- INFA 741 - Introduction to Banking 3 credits
- INFA 743 - Information Security Management Systems Transactions 3 credits
- INFA 745 - Compliance and Audit 3 credits
- INFA 751 - Wireless Security 3 credits

Healthcare Information Systems

- INFS 830 - Decision Support Systems 3 credits
- INFS 834 - Knowledge Management 3 credits
- INFS 762 - Data Warehousing and Data Mining 3 credits
- INFS 764 - Information Retrieval 3 credits
- INFS 766 - Advanced Database 3 credits
- INFA 713 - Managing Security Risks 3 credits

D.Sc. Course Rotation

The D.Sc. Course Rotation can be found on the website.

E-Commerce

Course #	Course Title	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14
INFS 732	Electronic Commerce	X			X			X			X
INFS 734	Client-Server Technologies		X			X			X		
INFS 762	Data Warehousing & Data Mining			X			X			X	

Network Administration & Security

Course #	Course Title	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14
INFS 752	Advanced Network Technology & Management			X			X			X	
INFS 754	Network Security and Intrusion Detection	X			X			X			X
INFS 756	Cloud Computing and Network Services	X			X			X			X

Data Management

Course #	Course Title	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14
INFS 762	Data Warehousing & Data Mining			X			X			X	
INFS 764	Information Retrieval	X			X			X			X
INFS 766	Advanced Database		X			X			X		

Healthcare Information Systems

Course #	Course Title	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14
INFS 742	Healthcare Information Infrastructure			X			X			X	
INFS 744	Healthcare Information Analysis	X			X			X			X
INFS 762	Data Warehousing & Data Mining			X			X			X	

Decision Support, Knowledge & Data Management

Course #	Course Title	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14
INFS 830	Decision Support Systems	X			X			X			X
INFS 834	Knowledge Management		X			X			X		
INFS 838	Decision Support/Knowledge Mgmt Research		X			X			X		
INFS 890	Research Seminar Topics	X	X	X	X	X	X	X	X	X	X

Information Assurance and Computer Security

Course #	Course Title	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14
INFA 701	Principles of Information Assurance										
INFA 713	Managing Security Risks	X			X			X			X
INFS 848	Info Assurance/Computer Security Research		X			X			X		
INFS 890	Research Seminar Topics	X	X	X	X	X	X	X	X	X	X

Healthcare Information Systems

Course #	Course Title	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14
HIMS 748	IS Tools & Applications for Healthcare Research		X			X			X		
INFS/HIMS 820	Current Issues in Health Informatics	X			X			X			X
INFS 868	Health Informatics Research		X			X			X		
INFS 890	Research Seminar Topics	X	X	X	X	X	X	X	X	X	X

Master of Business Administration
General Management, M.B.A.

Program Description

The Master of Business Administration (MBA) in general management is an MBA that has an information technology focus with it. The MBA is offered at the University Center in Sioux Falls, SD and is intended to meet the growing demands of the Sioux Falls area and the need to employ more people with graduate degrees in business. The program is intended to meet that demand, particularly for entry-level and lower-middle management professionals who are pursuing the degree as a means of improving their business expertise and their employment prospects. The program will prepare students for careers in business and provide opportunities for career advancement.

Goals and Objectives

The MBA program will prepare students from a variety of backgrounds for advancement or a career change.

The MBA will prepare individuals who will:

1. Demonstrate knowledge of accounting, economics, finance, marketing, and management.
2. Apply their knowledge of accounting, economics, finance, marketing, and management to business and professional situations.
3. Demonstrate knowledge of management information systems and project management as they relate to organizational functions.
4. Use analytical, technical, and critical thinking skills to anticipate, identify, analyze and solve business problems.
5. Demonstrate an ability to employ ethical principles and legal reasoning when making business decisions.

Program Delivery

Courses in the MBA program are offered face to face at the University Center in Sioux Falls, SD only. To maximize the relationships between faculty-student-business partners, the courses will be taught face-to-face using lecture/discussion/small group instructional methods and case study methods. Instruction will be supplemented with D2L courseware, Camtasia and Elluminate. Courses in the MBA program are offered face-to-face on site at the University Center in Sioux Falls, SD in a traditional classroom setting.

Program Completion

Students must complete the program within 5 years of the semester of their admission.

Students with an undergraduate business degree: It is expected that, on average, students will enroll part-time and will complete 9 credits per academic year (one 3-credit course in the fall, spring and summer each year) and therefore will need four years to graduate (9 credits x 4 years = 36 credits).

Students without an undergraduate business degree: Students without an undergraduate business degree may be required to complete additional foundation courses. It is expected that, on average, students will enroll part-time and will complete the foundation classes the first academic year and the program-specific courses in the next three years, to graduate in four years (12 credits x 4 years = 48 credits).

Admission Requirements Specific to the MBA

The Dakota State University Masters of Business Administration program will enter students from a variety of backgrounds who are pursuing the degree as a means of improving their business expertise and their employment prospects. Admission to the program is based upon a combination of the following requirements:

1. Baccalaureate degree from an institution of higher education with full regional accreditation for that degree.
2. Minimum undergraduate grade point average of 2.70 on a 4.0 scale (or equivalent on an alternative grading system).
3. Evidence of one of the following:
    a. B.S. in Business Administration with a cumulative GPA $\geq$ 3.0;
    b. Two years of professional employment plus transcripts from undergraduate or graduate degree with GPA $\geq$ 3.0;
    c. Undergraduate degree and GMAT/GRE score
        i. 200 * undergraduate GPA + GMAT score > 950, with a minimum GMAT score of 450;
        ii. 200 * undergraduate GPA + GRE score > 1350, with a minimum GRE score of 360 verbal and 480 quantitative;
    d. Students may be provisionally admitted under DSU policy;
4. Other factors (such as student maturity, references, or special expertise) also may be used to determine admission to the program.

MBA Knowledge Requirements

Students entering into the program will likely come from a variety of backgrounds. Those students who do not meet certain requirements in the business administration area may be required to take additional knowledge support courses. These courses may also be recommended for students wishing to refresh their knowledge or reinforce what they have gained through experience. The DSU knowledge courses are included in the individuals program of study if they are required of the student.

The knowledge requirements can be met in a variety ways; including; an undergraduate degree in business administration with a cumulative GPA $\geq$ 3.0; two years of professional employment plus transcripts from undergraduate or graduate degree with a GPA $\geq$ 3.0; and a combination of an undergraduate degree and GMAT/GRE scores.

Students who have not had appropriate coursework or acceptable experience to meet the knowledge requirements will be admitted to the program if they meet the other minimum requirements. However, these students will be required to meet the knowledge requirements by satisfactory completing the specified knowledge support courses as part of their program of study. These courses may include any of the following:

BADM 220 - Business Statistics

ACCT 610 - Foundations of Accounting and Business aw	*or*	ACCT 210 - Principles of Accounting I ACCT 211 - Principles of Accounting II BADM 350 - Legal Environment of Business
BADM 610 - Foundations of Economics and Finance	*or*	ECON 201 - Principles of Microeconomics ECON 202 - Principles of Macroeconomics BADM 310 - Business Finance
BADM 660 - Foundations of Business Practice	*or*	BADM 360 - Organization and Management BADM 370 - Marketing

Program Faculty:

Yen-Ling Chang, Richard Christoph, Deb Tech, Omar El-Gayar, William Figg, Derek Franken, Lynette Molstad, Peg O'Brien, David Peak, Rick Puetz, Zixing Shen, Daniel Talley, Jack Walters, Cecelia Wittmayer

Program Requirements

Coursework

The program requires 36 hours beyond the baccalaureate. All students must take the following:

- Nine core courses (27 credit hours)
- Two elective courses (6 credit hours);
- A three credit capstone course (3 credit hours)

Students who do not meet the business administration knowledge requirements as specified for admission may have to take additional hours of foundational coursework which will be added to their program of study.

Courses supporting the MBA program:

Knowledge Support Courses:

These courses may be required of students who do not meet the knowledge requirements in business administration. They are also recommended for students wishing to refresh their knowledge or reinforce what they have gained through experience.

BADM 220 - Business Statistics

ACCT 610 - Foundations of Accounting and Business Law	*or*	ACCT 210 - Principles of Accounting I ACCT 211 - Principles of Accounting II BADM 350 - Legal Environment of Business
BADM 610 - Foundations of Economics and Finance	*or*	ECON 201 - Principles of Microeconomics ECON 202 - Principles of Macroeconomics BADM 310 - Business Finance
BADM 660 - Foundations of Business Practice	*or*	BADM 360 - Organization and Management BADM 370 - Marketing

Final Assessment Exam

All candidates for graduation must participate in an assessment activity. The MBA students will take their final assessment exam during their final semester. ETS offers a major field test for MBA programs and graduating students will take this assessment test in BADM 782 (the capstone course). This assessment tool will be an integral part of the program improvement process.

The results of the exam are used as one means of evaluating the MBA curriculum by providing information to the faculty who teach the courses.

Course Grades

Course Grades are used as an indirect measure of student attainment of specific program goals and objectives. DSU Policy requires students to maintain a 3.0 GPA in the program, receive no grades below a C, and have no more than 2 grades of a C. If you do not maintain the required "B" average you will be placed on academic probation and given the opportunity to raise your GPA to 3.0 within the next nine credit hours. If you do not raise your GPA to 3.0 you will be suspended from the program. If you receive more than 6 credits of "C" or any grade lower than a "C" you will be suspended from the program. You may appeal the suspension. If students have questions regarding grading, they should review the Satisfactory Progression Policy (DSU Policy 05-34-00) or speak with their advisor.

MBA Course Summary

Summary subject to change.

Knowledge Courses (Varied Credits)

Required only of students who do not meet specific admission knowledge requirements.

BADM 220 - Business Statistics

ACCT 610 - Foundations of Accounting and Business Law	*or*	ACCT 210 - Principles of Accounting I ACCT 211 - Principles of Accounting II BADM 350 - Legal Environment of Business
BADM 610 - Foundations of Economics and Finance	*or*	ECON 201 - Principles of Microeconomic ECON 202 - Principles of Macroeconomics BADM 310 - Business Finance
BADM 660 - Foundations of Business Practice	*or*	BADM 360 - Organization and Management BADM 370 - Marketing

Core Classes (27 Credits)

- ACCT 725 - Accounting for Managers — 3 credits
- BADM 712 - Advanced Business Finance — 3 credits
- BADM 729 - Business Analysis for Managerial Decisions — 3 credits
- BADM 750 - Legal and Ethical Environment of Business — 3 credits
- BADM 765 - Management and Leadership — 3 credits
- BADM 775 - Strategic Marketing — 3 credits
- ECON 730 - Economics for Decision Making — 3 credits
- INFS 601 - Information Systems — 1-3 credits
- INFS 724 - Project and Change Management — 3 credits

Elective Courses (6 Credits)

- BADM 755 - Organizational Behavior and Human Resources Management Process — 3 credits
- BADM 768 - International Management — 3 credits
- INFA 701 - Principles of Information Assurance — 3 credits
- INFS 605 - Foundations of Programming — 3 credits

Capstone Course (3 Credits)

- BADM 782 - Strategic Management and Decision Making — 3 credits

MBA Course Rotation

The MBA Course Rotation Schedule can be found on the website.

Master of Science
Health Informatics, M.S.H.I.

Program Description

The Masters of Science in Health Informatics (MSHI) is intended to produce master's-prepared health informatics professionals for executive-level and enterprise-wide administrative, research, and/or applied health informatics positions. Graduates of the program are expected to play a key role in the design, development and management of health information systems in healthcare-related facilities, agencies and organizations. The program is intended to attract students with a variety of educational backgrounds and disciplines: individuals with prior coursework at an undergraduate level in HIM and individuals with undergraduate or advanced degrees in information technology or business management.

MSHI Program Goals

Graduates of the program will have the skills needed to manage information technology applications in the healthcare industry (storage, retrieval, and interpretation of patient care information) and to provide administrative support for the implementation and management of the complex information systems used in the health care industry. Examples of occupations in the IT healthcare industry include chief information officer, corporate health information manager, data analytics/data mining specialist, health information application developer, and health information management specialist.

The MSHI program will prepare individuals who will:

1. Apply and integrate the fundamental concepts of information technology in a clinical setting.
2. Facilitate communication between healthcare providers and IT professionals implementing healthcare information technology (HIT).
3. Demonstrate a theoretical and practical understanding of the use of healthcare information.
4. Provide leadership in developing, implementing, maintaining, and managing information resources and systems in healthcare organizations.
5. Apply fundamental research concepts to support the use of health information in research projects.

MSHI Program Delivery

Courses in the MSHI program are offered using a variety of instructional delivery methods:

1. Face-to-face on site in Madison, SD in a traditional classroom setting;
2. Using interactive video-conferencing via the Dakota Digital Network offered at multiple sites in South Dakota (sites arranged to meet student need);
3. At a distance via Internet, using a combination of live and/or encoded streaming videos of classes, interactive course web boards, course web sites, and e-mail.

All courses are web-enhanced.

Program completion

The program can be completed on a full or part-time basis, with classes offered in three academic terms, fall, spring, and summer. Time to complete really depends upon the number of credit hours taken per semester and the number of knowledge requirements needed. Full-

time students (9 credit hours per semester) can complete the program in four semesters (assuming two knowledge support courses are required). Students must complete the program within 5 years of the semester of your admission.

Admission Requirements Specific to MSHI

The Dakota State University Masters of Science in Health Informatics program seeks qualified individuals in the information systems and healthcare professions to further prepare them to be successful graduates in the health informatics field. Admission to the program is based upon a combination of the following requirements:

1. Entering students will be required to have a B.S. or B.A. degree from institutions with full regional accreditation for that degree. International students must have an undergraduate (bachelor's) degree that is the equivalent to a four-year under graduate degree in the U.S.
2. Minimum undergraduate grade point average (GPA) of 2.7 on a 4.0 scale.
3. A satisfactory score on the Graduate Record Examination (GRE). The test must have been taken within the last five years. The test can be waived if one of the following conditions is met:
    - a cumulative grade point average of 3.25 or higher on a 4.0 scale for a baccalaureate degree from a regionally accredited college or university in the U.S.;
    - official admission into and demonstrated success in a regionally accredited graduate program in the U.S. Demonstrated success is defined as grades of A or B in at least 9 hours of graduate work;

      OR
    - graduation from a regionally accredited college/university in the U.S. at least 15 years ago or more.
4. Essential knowledge of information systems fundamentals. The knowledge requirement can be met in a variety of ways, including: related undergraduate degree in MIS; specific undergraduate or graduate coursework that covers required knowledge; appropriate, verifiable IS/IT experience. Students using experience to meet the knowledge requirements may be required to demonstrate competency in the subject. Students who have not had appropriate coursework or acceptable experience to meet the knowledge requirements may be admitted to the program if they meet the other minimum requirements.
   However, these students will be required to meet the knowledge requirement by satisfactory completion of specified knowledge support courses as part of their program of study. These courses are:
    - INFS 601 - Information Systems
    - INFS 612 - Management and Evaluation of Information Systems
5. Essential knowledge of healthcare delivery fundamentals. The knowledge requirement can be met in a variety of ways, including: related undergraduate degree in health information management or healthcare field; specific undergraduate or graduate coursework that covers required knowledge; appropriate, verifiable healthcare experience. Students using experience to meet the knowledge requirements may be required to demonstrate competency in the subject. Students who have not had appropriate coursework or acceptable experience to meet the

knowledge requirements may be admitted to the program if they meet the other minimum requirements. However, these students will be required to meet the knowledge requirement by satisfactory completion of specified knowledge support courses as part of their program of study. This course is:

- HIMS 701 - Introduction to Healthcare Information

MSHI Knowledge Requirements

All entering students must be able to demonstrate essential knowledge in information systems and healthcare delivery fundamentals. Students who do not meet knowledge requirements in the healthcare or information technology areas may be required to take additional knowledge support courses. These courses may also be recommended for students wishing to refresh their knowledge or reinforce what they have gained through experience. The DSU knowledge courses are included in the individual's program of study if they are required of the student. Individuals who use relevant experience in information systems or healthcare to meet the knowledge requirements may be asked to demonstrate that their experience is applicable by taking a test prepared by the course instructor.

Students using experience to meet the knowledge requirements may be required to demonstrate competency in the subject; students who have not had appropriate coursework or acceptable experience to meet the knowledge requirements will be admitted to the program if they meet the other minimum requirements. However, these students will be required to meet the knowledge requirement by satisfactory completion of specified knowledge support courses as part of their program of study.

Specific Application Information

1. Application Deadline: All application materials must be received by June 15th for fall, November 15th for spring, and April 15th for summer.
2. Entry Semester: The MSHI program admits students in the fall, spring, and summer. Applications will be reviewed on a regularly scheduled basis as they arrive. Due to the restrictions of the size of some classes, particularly distance classes, and potential space limitations, applications should be sent as early as possible.

Program Faculty

Dorine Bennett, Patti Brooks, Amit V. Deokar, Omar El-Gayar, Joyce Havlik, Linda Parks, Surendra Sarnikar, Ronghua Shan

MSHI Program Requirements

The program requires 33 hours beyond the baccalaureate. All students must take the following:

Accordingly, the curriculum includes courses that provide a core body of knowledge and then a variety of electives that will prepare students to work in their preferred area (healthcare IT versus research), plus a capstone experience. Specifically, the proposed curriculum contains:

- Core courses (21 credits): These courses build background and skills that should be common to all masters-level health informatics professionals.
- Electives (9 credits): These courses can be chosen to match the student's interests and career goals.
- Capstone experience (3 credits). This capstone experience can take the form of a project, an internship, or a capstone, project-based course.

Students who are currently employed in the healthcare industry will probably choose the project. Those without experience in the healthcare field may prefer an internship or an additional, project-based course. Students who do not meet knowledge requirements in the healthcare or information technology areas will be required to take additional knowledge support courses. See the knowledge requirement section for more information.

It is possible to complete the program in four to five semesters of full-time study depending upon how the basic knowledge requirements are met. On a part-time basis, the time to complete will depend upon the number of credit hours taken per semester.

Courses Supporting the MSHI program

Knowledge Support Courses

These courses may be required of students who do not meet the knowledge requirements in information systems and healthcare delivery fundamentals. They are also recommended for students wishing to refresh their knowledge or reinforce what they have gained through experience.

- HIMS 701 - Introduction to Healthcare Information — 3 credits
- INFS 601 - Information Systems — 1-3 credits (3 credits required)
- INFS 612 - Management and Evaluation of Information Systems — 3 credits

Required Courses

Required courses are to be taken by everyone admitted to the program, they include seven core courses (21 credit hours), three elective courses (9 credit hours), and a three credit hour capstone course (project, internship, capstone course). Core courses build upon the knowledge support courses or appropriate experience.

Core Courses Include

- HIMS 742 - Healthcare Information Infrastructure 3 credits
- HIMS 744 - Healthcare Information Analysis 3 credits
- HIMS 746 - Data Management in Health Informatics 3 credits
- HIMS 747 - Business of Health Informatics 3 credits
- HIMS 748 - IS Tools and Applications for Healthcare Research 3 credits
- INFS 724 - Project and Change Management 3 credits
- INFS 760 - Enterprise Modeling and Data Management 3 credits

Elective Courses

A total of 9 credit hours of electives are required in the MSHI program. Electives may be chosen to match the student's interests and career goals. Although specializations are not defined within the MSHI degree program, students may select a series of electives in a specific topic area, depending on their career goals. Examples include network administration (INFS 752, INFS 754, INFS 756) or database management (INFS 762, INFS 764 , INFS 766). Additional electives in health informatics will be added as new faculty are hired and their areas of expertise are identified. Examples include additional courses in clinical decision support, clinical knowledge management, and enterprise-wide health information systems.

- HIMS 792 - Topics 1-3 credits (selectively offered)
- HSAD 710 - Advanced Strategic Management of Health Care Organizations (offered by USD) 3 credits
- HSAD 740 - Advanced Health Care Systems (offered by USD) 3 credits
- HSAD 770 - Advanced Health Care Management (offered by USD) 3 credits
- INFA 713 - Managing Security Risks 3 credits
- INFA 715 - Data Privacy 3 credits
- INFS 720 - System Analysis and Design Using Case Tools 3 credits
- INFS 730 - Web Application Development 3 credits
- INFS 734 - Multi-tiered and Service-Oriented Architectures 3 credits
- INFS 750 - IT Infrastructure, Technology and Network Management 3 credits
- INFS 752 - Advanced Network Technology and Management 3 credits
- INFS 754 - Network Security/Intrusion Detection 3 credits
- INFS 756 - Cloud Computing and Network Services 3 credits
- INFS 762 - Data Warehousing and Data Mining 3 credits
- INFS 764 - Information Retrieval 3 credits
- INFS 766 - Advanced Database 3 credits
- INFS 780 - Information Technology Strategy and Policy 3 credits

Assessment/Evaluation Activities

Capstone Course

The capstone experience can take the form of a project, an internship, or a capstone, project-based course. The capstone experience needs to be worth 3 credit hours. Students who are currently employed in the healthcare industry will probably choose the project. Those without experience in the healthcare field may prefer an internship or an additional, project-based course.

Final Assessment Exam

All candidates for graduation must participate in an assessment activity. Candidates for graduation will complete a comprehensive exam within the appropriate time and dates given to the students. Candidates for graduation who do not pass the exam will be allowed two retests. The exam must be successfully passed prior to graduating.

Course Grades

Course grades are used as an indirect measure of student attainment of specific program goals and objectives. The program's goals, objectives, and student outcomes have been mapped to specific program courses. DSU Policy requires students to maintain a 3.0 student GPA in the program, receive no grades below a C, and have no more than 2 grades of a C. If students do not maintain the required "B" average students will be placed on academic probation and given the opportunity to raise their GPA to 3.0 within the next nine credit hours. If students do not raise their GPA to 3.0 they will be suspended from the program. If they receive more than 6 credits of "C" or any grade lower than a "C" students are suspended from the program. Students may appeal the suspension. If students have questions regarding grading, they should review the Satisfactory Progression Policy (DSU Policy 05-34-00) or speak with their advisor.

MSHI Course Summary

Summary subject to change.

Knowledge Support Courses (3-9 Credits)

Required only of students who do not meet specific admission knowledge requirements.

- HIMS 701 - Introduction to Healthcare Information 3 credits
- INFS 601 - Information Systems 1-3 credits (3 credits required)
- INFS 612 - Management and Evaluation of Information Systems 3 credits

Health Informatics Core Classes (21 Credits)

(Required of all students)

- HIMS 742 - Healthcare Information Infrastructure 3 credits
- HIMS 744 - Healthcare Information Analysis 3 credits
- HIMS 746 - Data Management in Health Informatics 3 credits
- HIMS 747 - Business of Health Informatics 3 credits
- HIMS 748 - IS Tools and Applications for Healthcare Research 3 credits
- INFS 724 - Project and Change Management 3 credits
- INFS 760 - Enterprise Modeling and Data Management 3 credits

Capstone Experience (3 Credits)

(Project, Internship, Capstone Course)

- HIMS 788 - Master's Research Prob/Project 3 credits

Electives: Select three courses (9 Credits)

(Required of all students)

- HSAD 710 - Advanced Strategic Management of Health Care Organizations 3 credits *
- HSAD 740 - Advanced Health Care Systems 3 credits *
- HSAD 770 - Advanced Health Care Management 3 credits *
- INFA 713 - Managing Security Risks 3 credits
- INFA 715 - Data Privacy 3 credits
- INFS 720 - System Analysis and Design Using Case Tools 3 credits
- INFS 730 - Web Application Development 3 credits
- INFS 734 - Multi-tiered and Service-Oriented Architectures 3 credits
- INFS 750 - IT Infrastructure, Technology and Network Management 3 credits
- INFS 752 - Advanced Network Technology and Management 3 credits

- INFS 754 - Network Security/Intrusion Detection 3 credits
- INFS 756 - Cloud Computing and Network Services 3 credits
- INFS 762 - Data Warehousing and Data Mining 3 credits
- INFS 764 - Information Retrieval 3 credits
- INFS 766 - Advanced Database 3 credits
- INFS 780 - Information Technology Strategy and Policy 3 credits

Note

* Course offered at USD.

MSHI Course Rotation

The MSHI Course Rotation can be found on the website.

Information Assurance and Computer Security, M.S.I.A.

Program Description

According to the National Security Agency definition, information assurance involves protecting and defending information and information systems by "ensuring their availability, integrity, authentication, confidentiality, and nonrepudiation." As the world's dependence upon computers and networks continues to grow, its vulnerability to cyber-attacks increases. Yet, there is an acute shortage of properly prepared security professionals who can meet the needs of organizations and governments to understand, prepare for, respond to, and recover from cyber-attacks at all levels. The federal government has reported that thousands of jobs in the computer/network security area go unfilled every year and the unmet demand continues to grow.

The Masters of Science in Information Assurance and Computer Security (MSIA) degree is designed to prepare professionals who will have the skills to:

- develop and implement security strategies to improve the security poster of organizations;

and

- provide technical leadership for the organization's efforts to adopt new technologies, implement security strategies, and protect organizational assets against attack.

Program Delivery

Courses in the MSIA program are offered using a variety of instructional delivery methods:

1. Face-to-face site in Madison, SD in a traditional classroom setting;
2. Using interactive video-conferencing via the Dakota Digital Network offered at multiple sites in South Dakota (sites arranged to meet student need);
3. At a distance via Internet, using a combination of live and/or encoded streaming videos of classes, interactive course web boards, course web sites, and e-mail. All courses are web-enhanced.

Program Completion

The program can be completed on a full or part-time basis. Full-time students will complete the program in two years. On a part-time basis, the time to complete will depend upon the number of credit hours taken per semester. Students must complete the program within 5 years of the semester of their admission.

Admission Requirements Specific to the MSIA

The Dakota State University Masters of Science in Information Assurance and Computer Security program seeks highly motivated and ethical individuals with education and professional credentials that will enable them to be successful graduate students and security professionals. Admission to the program is based upon a combination of the following requirements:

1. Bachelor's degree in computer science, computer engineering or software engineering from an institution of higher education with full regional accreditation

for that degree. Students who have a degree in a related information science/technology or engineering degree may be required to complete specific computer science courses as a condition for admission. The courses to be taken will depend upon previous academic coursework. International students must have an undergraduate (bachelor's) degree in computer science, computer engineering or software engineering that is the equivalent to a four-year undergraduate degree in the U.S.

2. Minimum undergraduate grade point average (GPA) of 2.7 on a 4.0 scale.
3. A satisfactory score on the Graduate Record Examination (GRE). The test must have been taken within the last five years. The test can be waived if one of the following conditions is met:
    - a cumulative grade point average of 3.25 or higher on a 4.0 scale for a baccalaureate degree from a regionally accredited college or university in the U.S.;
    - official admission into and demonstrated success in a regionally accredited graduate program in the U.S. Demonstrated success is defined as grades of A or B in at least 9 hours of graduate work;

      OR

    - graduation from a regionally accredited college/university in the U.S. at least 15 years ago or more.
4. Essay in response to a security problem scenario. The scenario is on the additional information required of MSIA student's sheet which is included in the application packet.
5. Other factors (such as proven appropriate computer science/security experience) may be used to determine potential for success in the program.

Specific Application Information

- Entry semester: Students may enter the MSIA program in the summer, fall, and spring semesters. Applications must be received by June 15th for the fall semester; November 15th for the spring semester; April 15th for the summer semester. Assistantship forms should also be sent with the application packet when applying for an assistantship.
- Enrollment as either a full or part-time student will be permitted.
- Full-time students will complete the program in two years. On a part-time basis, the time to complete will depend upon the number of credit hours taken per semester.

Program Faculty

Richard Avery, Omar El-Gayar, Pat Engebretson, Steve Graham, Tom Halverson, Jeff Palmer, Josh Pauli, Wayne Pauli, Kevin Streff, Dianxiang Xu

Program Requirements

Coursework

The program requires 30 hours beyond the baccalaureate. All students must take the following:

- Six core courses (18 credit hours),
- A four-course sequence (12 credit hours) in a specialization. Specializations include:
    - Banking and Financial Security
    - CyberSecurity

Certain courses will have mandated lab components and lab assignments. Lab assignments may require specialized hardware and/or software.

Students who do not have an undergraduate degree in computer science, computer engineering, or software engineering will be required to take specific computer science courses as a condition of admission. Actual coursework required will depend upon previous academic coursework.

Courses supporting the MSIA program

Knowledge Courses

Students are expected to have a strong background in computer science or information technology. Those who do not have an undergraduate degree in computer science, computer engineering, or software engineering may be required to complete additional specific knowledge courses as a condition for admission. The courses to be taken will depend upon previous academic coursework. The DSU equivalents of these courses are:

- CSC 509 - System and Security Programming 3 credits
- MATH 509 - Foundational Mathematics 3 credits
- INFA 532 - System and Network Security 3 credits
- INFA 534 - Ethical Hacking 3 credits
- INFS 750 - IT Infrastructure, Technology and Network Management 3 credits

Required Core

All students must take the six core courses (18 cr. hrs.) and a four-course specialization (12 cr. hrs.). Students without the required undergraduate coursework may have to take specific knowledge courses before entering the program.

- INFA 701 - Principles of Information Assurance 3 credits
- INFA 713 - Managing Security Risks 3 credits
- INFA 715 - Data Privacy 3 credits
- INFA 719 - Software Security 3 credits
- INFA 721 - Computer Forensics 3 credits
- INFA 723 - Cryptography 3 credits

Specializations

The two specializations include: Banking and Financial Security and CyberSecurity. Specializations are a four-course (12 credit hours) sequence. The Banking and Financial Security specialization includes one elective to be selected from the electives list.

Banking and Financial Security Specialization

- INFA 741 - Introduction to Banking 3 credits
- INFA 743 - Information Security Management Systems Transactions 3 credits
- INFA 745 - Compliance and Audit 3 credits
- Select one elective from the electives list. 3 credits

CyberSecurity Specialization

- INFA 725 - Advanced Network Hacking 3 credits
- INFA 729 - Advanced Web Hacking 3 credits
- INFA 739 - Software Quality Assurance 3 credits
- INFA 751 - Wireless Security 3 credits

Electives

Courses 700-level or above with prefix INFA, INFS or CSC.

Assessment/Evaluation Activities

All candidates for graduation must participate in an assessment activity. The Graduate Office will provide specific information to MSIA students during their final semester. Currently, the MSIA students complete a comprehensive examination. The exam must be successfully passed prior to graduation.

Course Grades

Course Grades are used as an indirect measure of student attainment of specific program goals and objectives. DSU Policy requires students to maintain a 3.0 GPA in the program, receive no grades below a C, and have no more than 2 grades of a C. If you do not maintain the required "B" average you will be placed on academic probation and given the opportunity to raise your GPA to 3.0 within the next nine credit hours. If you do not raise your GPA to 3.0 you will be suspended from the program. If you receive more than 6 credits of "C" or any grade lower than a "C" you will be suspended from the program. You may appeal the suspension. If you have questions regarding either these goals or objectives or grading, you should review the Satisfactory Progression Policy (DSU Policy 05-34-00) or speak with your advisor.

MSIA Course Summary

Summary subject to change.

Knowledge Support Courses (3-15 Credits)

Required only of students who do not meet specific admission knowledge requirements.

- CSC 509 - System and Security Programming — 3 credits
- MATH 509 - Foundational Mathematics — 3 credits
- INFA 532 - System and Network Security — 3 credits
- INFA 534 - Ethical Hacking — 3 credits
- INFS 750 - IT Infrastructure, Technology and Network Management — 3 credits

Information Assurance Core Classes (18 Credits)

(Required of all students)

- INFA 701 - Principles of Information Assurance — 3 credits
- INFA 713 - Managing Security Risks — 3 credits
- INFA 715 - Data Privacy — 3 credits
- INFA 719 - Software Security — 3 credits
- INFA 721 - Computer Forensics — 3 credits
- INFA 723 - Cryptography — 3 credits

Specializations: Select one

(Required of all students)

Banking and Financial Security Specialization (12 Credits)

- INFA 741 - Introduction to Banking — 3 credits
- INFA 743 - Information Security Management Systems Transactions — 3 credits
- INFA 745 - Compliance and Audit — 3 credits
- Select one elective from the electives list. — 3 credits

CyberSecurity Specialization (12 Credits)

- INFA 725 - Advanced Network Hacking — 3 credits
- INFA 729 - Advanced Web Hacking — 3 credits
- INFA 739 - Software Quality Assurance — 3 credits
- INFA 751 - Wireless Security — 3 credits

Electives

Courses 700-level or above with prefix INFA, INFS or CSC.

MSIA Course Rotation

The MSIA Course Rotation can be found on the website.

Information Systems, M.S.I.S.

Program Description

Today the need to understand and effectively use information is critical. Information Technology, which encompasses all aspects of managing and processing information, provides the tools and techniques that enable information to be gathered and used for strategic advantage. The Masters of Science in Information Systems (MSIS) is an advanced degree designed to prepare graduates for leadership positions in the information technology field. The program combines the technical foundations of computer science with key business concepts and applications. MSIS coursework focuses on the integration of information technology with business problems and opportunities, enabling information systems professionals to understand technological issues as well as business concepts and fundamentals.

Goals and Objectives

The MSIS program will prepare individuals for leadership positions in the information technology field. It will meet the needs of those individuals who are seeking to enhance their computer-specific knowledge by learning advanced technical and managerial concepts to facilitate professional enhancement. It will also meet the needs of those individuals who seek professional cross training in order to take advantage of new opportunities in the growing computer information systems field.

The MSIS will prepare individuals who will:

1. Translate user requirements into effective computer-based systems and networks.
2. Effectively manage existing information systems projects.
3. Demonstrate knowledge of information systems, telecommunication protocols, and computer network theory, hardware, and practice.
4. Understand and apply current and emerging computer software technologies including CASE (Computer-Aided Software Engineering), DSS (Decision Support Systems), Object Oriented programming, database management, electronic commerce, Internet applications, and network operating environments.
5. Implement managerial techniques to measure and improve information systems efficiency and effectiveness.
6. Provide leadership in the organizational efforts to adopt new technologies.

Program Delivery

Courses in the MSIS program are offered using a variety of instructional delivery methods:

1. Face-to-face on site in Madison, SD in a traditional classroom setting;
2. Using interactive video-conferencing via the Dakota Digital Network offered at multiple sites in South Dakota (sites arranged to meet student need);
3. At a distance via Internet, using a combination of both live and/or encoded streaming videos of classes, interactive course web boards, course web sites, and e-mail. All courses are web-enhanced.

Program Completion

The program can be completed on a full or part-time basis, with classes offered in three academic terms, fall, spring, and summer. Time to complete really depends upon the number of credit hours taken per semester and the number of knowledge support courses needed. Full-time students (9 credit hours per semester) can complete the program in four semesters (assuming two knowledge support courses are required). Students must complete the program within 5 years of the semester of their admission.

Admission Requirements Specific to the MSIS

The Dakota State University Masters of Science in Information Systems program seeks highly motivated individuals with education and professional credentials that will enable them to be successful graduate students. Admission to the program is based upon a combination of the following requirements:

1. Baccalaureate degree from an institution of higher education with full regional accreditation for that degree. International students must have an undergraduate (bachelor's) degree that is the equivalent to a four-year undergraduate degree in the U.S.
2. Minimum undergraduate grade point average of 2.70 on a 4.0 scale (or equivalent on an alternative grading system).
3. Satisfactory scores on the GRE and the test must have been taken within the last five years. The test can be waived if one of the following conditions is met:
    - A cumulative grade point average of 3.25 or higher on a 4.0 scale for a baccalaureate degree from a regionally accredited college or university in the U.S.
    - Official admission into and demonstrated success in a regionally accredited graduate program in the U.S. Demonstrated success is defined as grades of A or B in at least 9 hours of graduate work;

      OR
    - Graduation from a regionally accredited college/university in the U.S. at least 15 years ago or more.
4. Essential knowledge in both business fundamentals and information systems. Basic knowledge can be demonstrated in several ways, including:
    - BS in information systems;
    - BS in business administration combined with information systems work experience; or
    - A combination of any baccalaureate degree and appropriate work experience. Students who cannot demonstrate basic knowledge may be admitted unconditionally to the program if they meet the other minimum requirements, and the program committee is convinced their credentials indicate potential for success. These students may be required to take additional knowledge support coursework.
5. Other factors (such as student maturity, references, or special expertise) also may be used to determine admission to the program.

Entry-Level Knowledge Requirements

Knowledge requirements include:

- understanding of the behavior of individuals and groups in a business organization such that they can analyze organizational systems and take appropriate action with particular business structures, particularly overcoming resistance to change;
- knowledge of the different types of information systems (IS), the application of IT in organizations, and the role of IT professionals in developing, acquiring and managing IS;
- knowledge of management concepts as they relate to the management of information systems including: setting a direction for information resources, managing technology resources, and managing the information systems function;
- knowledge of computer hardware, software, communications, and operating systems (Windows and UNIX);
- ability to use spreadsheets for computations and analysis;
- ability to create spreadsheets that support problem-specific decision-making activities; and
- understanding of the principles of programming and the ability to program.

The knowledge requirements can be met in a variety of ways, including: an undergraduate degree in MIS; specific undergraduate or graduate work that covers required knowledge; appropriate, verifiable IS/IT or management experience. Students using experience to meet the knowledge requirements may be required to demonstrate competency in the subject.

Students who have not had appropriate coursework or acceptable experience to meet the knowledge requirements will be admitted to the program if they meet the other minimum requirements. However, these students will be required to meet the knowledge requirements by satisfactory completing the specified knowledge support courses as part of their program of study.

Specific Application Information:

1. Application deadline: All application materials must be received by June 15th for fall and November 15th for spring. Applicants who are requesting an assistantship must submit both their application to the program and their application for assistantship so that they arrive at DSU by June 15th for consideration for the following fall semester and November 15th for the spring.
2. Entry Semesters: Students may enter the program in fall or spring semesters. Applications will be reviewed on a regularly scheduled basis as they arrive. Due to the restrictions on the size of some classes, particularly distance classes, and potential space limitations, applications should be sent as early as possible.

Program Faculty

Richard Christoph, Amit Deokar, Omar El-Gayar, William Figg, Steve Graham, Tom Halverson, Stephen Krebsbach, Wayne Pauli, Surendra Sarnikar, Ronghua Shan, Zixing Shen, Kevin Streff, Daniel Talley, Dianxiang Xu

Program Requirements

Coursework

The program requires 30 hours beyond the baccalaureate. All students must take the following:

- Six core courses (18 credit hours), including a capstone policy & strategy course;
- Option A (project) or Option B (coursework);
- A three-course sequence (9 credit hours) in a Career Track specialization. Specializations include Data Management, Application Development, Healthcare Information Systems, or Network Administration & Security. Students may also opt for a General Specialization that is comprised of the first course in the Data Management, Application Development, and the Network Administration & Security specializations.

Students who do not meet the business and information systems knowledge requirements as specified for admission may have up to 9 additional hours of coursework added to their program of study.

MSIS Project

The MSIS project is a scholarly, integrative experience. Students must design, plan, and implement a real-world information systems project synthesizing the skills and knowledge learned throughout the program. Students are expected to apply the theoretical concepts learned in their coursework to an actual computer systems problem.

The MSIS Project is a two-semester sequence of courses, INFS 788: Project Planning and INFS 788: Project Implementation, during which students must:

- design, plan and implement an IT project demonstrating the skills and knowledge learned in their coursework;
- prepare a detailed structured written report describing their projects and deliverables;
- make a formal presentation to their committee and other students; and
- submit the approved reports to the Mundt Library for binding and archiving.

A suggested sequence of events, descriptions of each stage, and detailed project guidelines are available on-line.

Courses supporting the MSIS program

Knowledge Support Courses

These courses may be required of students who do not meet the knowledge requirements in business and information systems. They are also recommended for students wishing to refresh their knowledge or reinforce what they have gained through experience.

- INFS 601 - Information Systems 1-3 credits (3 credits required)
- INFS 605 - Foundations of Programming 3 credits
- INFS 612 - Management and Evaluation of Information Systems 3 credits

Required Courses

Required courses are to be taken by everyone admitted to the program, they include six core courses (18 credit hours), three specialization courses (9 credit hours), and Option A or Option B. Core courses build upon the knowledge support courses or appropriate experience. The project (Option A) course should be taken after the majority of core courses have been taken and the specialization started.

Core Courses Include

- INFS 720 - System Analysis and Design Using Case Tools 3 credits
- INFS 724 - Project and Change Management 3 credits
- INFS 730 - Web Application Development 3 credits
- INFS 750 - IT Infrastructure, Technology and Network Management 3 credits
- INFS 760 - Enterprise Modeling and Data Management 3 credits
- INFS 780 - Information Technology Strategy and Policy 3 credits

Information Integration Courses

INFS 788 - Information Systems Project:

Planning - 1 cr. hr.
Implementation - 2 cr. hr.
Continuation - 1 cr. hr. (repeatable if needed)

Special projects are developed to integrate the specialized skills and knowledge presented throughout other courses in the Masters curriculum. Practical knowledge will also be acquired through the application of theoretical concepts to actual computer systems problems and opportunities in a real-world situation. Prior permission and approval of the project is required.

Specializations

The specialization courses build upon the core courses and should be taken after the majority of core courses have been completed. Students must select a specialization of three courses (9 credit hours). Career Tracks include Data Management, Application Development, Network Administration & Security, Healthcare Information Systems, or General. The General specialization entails taking the first course from the Data Management, Application Development, and the Network Administration and Security specializations. Students may choose to take additional electives and more than one specialization.

Specializations include

Application Development

- INFS 732 - Emerging Technologies and Issues 3 credits
- INFS 734 - Multi-tiered and Service-Oriented Architectures 3 credits
- INFS 736 - Technology for Mobile Devices 3 credits

Data Management

- INFS 762 - Data Warehousing and Data Mining 3 credits
- INFS 764 - Information Retrieval 3 credits
- INFS 766 - Advanced Database 3 credits

Network Administration & Security

- INFS 752 - Advanced Network Technology and Management 3 credits
- INFS 754 - Network Security/Intrusion Detection 3 credits
- INFS 756 - Cloud Computing and Network Services 3 credits

Healthcare Information Systems

- INFS 701 - Introduction to Healthcare Information 3 credits
- INFS 742 - Healthcare Information Infrastructure 3 credits
- INFS 744 - Healthcare Information Analysis 3 credits

General

First course from the Data Management, Application Development, and the Network Administration & Security specializations (INFS 732, INFS 752, INFS 762).

MSIS Option A and Option B

Option A

Complete a master's project. The masters project serves as a final research activity conducted by students under the direction of the faculty. The MSIS project is a scholarly, integrative experience. Students must design, plan, and implement a real-world information systems project synthesizing the skills and knowledge learned throughout the program. Students are expected to apply the theoretical concepts learned in their coursework to an actual computer systems problem.

The MSIS Project is a two-semester sequence of courses, INFS 788: Project Planning and INFS 788: Project Implementation, during which students must:

- design, plan, and implement an IT project demonstrating the skills and knowledge learned in their coursework;
- prepare a detailed structured written report describing their projects and deliverables;
- make a formal presentation to their committee and other students; and
- submit the approved reports to the Karl Mundt Library for binding and archiving.

A suggested sequence of events, descriptions of each stage, and detailed project guidelines are available online.

Students completing the project are required to complete the comprehensive exam.

Option B

Take a 700 graduate-level three credit course and successfully pass the comprehensive examination. The course must be in the MSIA or MSIS programs and must be equivalent to three credit hours. The course cannot be a required course in the plan of study or in the chosen specialization track. For a list of courses please review the graduate website under the MSIS or MSIA course summary/descriptions. The comprehensive exam covers the MSIS core.

Students completing the additional three credit course option must successfully pass the comprehensive exam.

Assessment/Evaluation Activities

All candidates for graduation must participate in an assessment activity. The Graduate Office will provide specific information to MSIS students during their final semester. Students choosing the project option (option A) are required to complete the comprehensive exam. Students choosing the coursework only option (option B) are required to successfully pass the comprehensive exam. The exam must be completed prior to graduation.

The results of the exam are used as one means of evaluating the MSIS curriculum by providing information to the faculty who teach the courses.

Course Grades

Course Grades are used as an indirect measure of student attainment of specific program goals and objectives. DSU Policy requires students to maintain a 3.0 GPA in the program, receive no grades below a C, and have no more than 2 grades of a C. If you do not maintain the required "B" average you will be placed on academic probation and given the opportunity to raise your GPA to 3.0 within the next nine credit hours. If you do not raise your GPA to 3.0 you will be suspended from the program. If you receive more than 6 credits of "C" or any grade lower than a "C" you will be suspended from the program. You may appeal the suspension. If students have questions regarding grading, they should review the Satisfactory Progression Policy (DSU Policy 05-34-00) or speak with their advisor.

MSIS Course Summary

Summary subject to change.

Knowledge Support Courses (3-9 Credits)

Required only of students who do not meet specific admission knowledge requirements.

- INFS 601 - Information Systems 1-3 credits (3 credits required)
- INFS 605 - Foundations of Programming 3 credits
- INFS 612 - Management and Evaluation of Information Systems 3 credits

Information Systems Core Classes (18 Credits)

(required of all students)

- INFS 720 - System Analysis and Design Using Case Tools 3 credits
- INFS 724 - Project and Change Management 3 credits
- INFS 730 - Web Application Development 3 credits
- INFS 750 - IT Infrastructure, Technology and Network Management 3 credits
- INFS 760 - Enterprise Modeling and Data Management 3 credits
- INFS 780 - Information Technology Strategy and Policy 3 credits

Information Integration Class (Option A) (3 Credits)

- INFS 788 - Information Systems Project: Planning 1 credit
- INFS 788 - Information Systems Project: Implementation 2 credits
- INFS 788 - Information Systems Project: Continuation 1 credit (course taken if needed and is also repeatable)

Course only option (Option B) (3 Credits)

Choose an additional MSIS/MSIA 3 credit course

- See MSIS/MSIA Course Summary and Rotations for listings of classes

Specializations: Select one

(required of all students)

Applicaton Development (9 Credits)

- INFS 732 - Emerging Technologies and Issues 3 credits
- INFS 734 - Multi-tiered and Service-Oriented Architectures 3 credits
- INFS 736 - Technology for Mobile Devices 3 credits

Data Management (9 Credits)

- INFS 762 - Data Warehousing and Data Mining 3 credits
- INFS 764 - Information Retrieval 3 credits
- INFS 766 - Advanced Database 3 credits

Network Administration & Security (9 Credits)

- INFS 752 - Advanced Network Technology and Management 3 credits
- INFS 754 - Network Security/Intrusion Detection 3 credits
- INFS 756 - Cloud Computing and Network Services 3 credits

Healthcare Information Systems (9 Credits)

- INFS 701 - Introduction to Healthcare Information 3 credits
- INFS 742 - Healthcare Information Infrastructure 3 credits
- INFS 744 - Healthcare Information Analysis 3 credits

General (9 Credits)

- INFS 732 - Emerging Technologies and Issues 3 credits
- INFS 752 - Advanced Network Technology and Management 3 credits
- INFS 762 - Data Warehousing and Data Mining 3 credits

MSIS Course Rotation

The MSIS Course Rotation can be found on the website.

Data Management

Course #	Course Title	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14
INFS 762	Data Warehousing & Data Mining			X			X			X	
INFS 764	Information Retrieval	X			X			X			X
INFS 766	Advanced Database		X			X			X		

Electronic Commerce

Course #	Course Title	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14
INFS 732	Electronic Commerce	X			X			X			X
INFS 734	Client Server Technologies		X			X			X		
INFS 762	Data Warehousing & Data Mining			X			X			X	

Network Administration & Security

Course #	Course Title	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14
INFS 752	Client Server Technologies			X			X			X	
INFS 754	Security Transactions	X			X			X			X
INFS 756	Cloud Computing and Network Services	X			X			X			X

Healthcare Information Systems

Course #	Course Title	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14
INFS 742	Healthcare Info Infrastructure			X			X			X	
INFS 744	Healthcare Information Analysis	X			X			X			X
INFS 762	Data Warehousing & Data Mining			X			X			X	

General

Course #	Course Title	FA 11	SP 12	SU 12	FA 12	SP 13	SU 13	FA 13	SP 14	SU 14	FA 14
INFS 732	Electronic Commerce	X			X			X			X
INFS 752	Client Server Technologies			X			X			X	
INFS 762	Data Warehousing & Data Mining			X			X			X	

Master of Science in Education
Educational Technology, M.S.E.T.

Mission

The 1881 Dakota Territorial Legislature established Dakota State University to prepare teachers to help meet the needs of an emerging society - that of the western frontier. Today, South Dakota again faces a new frontier - the Information Age - and Dakota State University now prepares educators to meet the new challenges and to lead the process of change in schools. Our graduates have the will, the expertise, and the vision to lead the technological revolution that will be required of schools in the 21st century.

The mission of the College of Education is to guide undergraduate and graduate students through the process of acquiring and applying professional knowledge, skills and attitudes with emphasis on integrating technology in the teaching and learning process.

Program Description

The Masters of Science in Education in Educational Technology (MSET) is an instructional technology program designed to meet the rapidly increasing demand for educators who are trained to integrate computer technologies into the curriculum and instruction. As computers and technology have become a significant part of the teaching and learning process, addressing the information needs of teachers and technology support personnel has become the key to integrating technology into classroom and increasing student learning. The primary emphasis of the master's program is to prepare educators so that they can create learning environments that effectively integrate computers into the teaching and learning process.

Teacher Certification

It is not necessary to have either an undergraduate degree in education or teacher certification to enter the MSET program. However, students without teaching degrees and/or certification should be aware that the MSET program does not lead to teacher certification in South Dakota in educational technology unless the individual holds or is eligible for a basic elementary, secondary, or K-12 teaching certification. The degree does prepare individuals for technology support positions in K-12 schools that do not require teacher certification.

MSET graduates may also be eligible for certification/endorsement in other states, but because teacher certification/licensure requirements vary among states, Dakota State University cannot guarantee the graduate will be immediately certified/endorsed in a particular state. To obtain specific requirements, contact the Certification Officer in the College of Education.

The MSET degree does have special benefits for individuals who hold or are eligible for teaching certification. These students may earn the K-12 Educational Technology Endorsement by completing specified courses within the MSET program.

Goals and Objectives

Graduates of the program will:

- understand the capabilities of the computer, its impact on education, business, industry and government; and will be able to adapt to, understand, evaluate, and make use of new and emerging innovations in computer and information technology;
- be proficient in the use and application of computer software;
- be proficient with a programming language;
- use systematic problem-solving and research-based human/computer interaction practices in the development of computer-assisted instructional programs;
- develop the skills needed to maintain computer programs, computer systems and networks;
- be aware of professional organizations in the field of computer education and technology and their impact on the field of education;
- be aware of current trends and issues in computer education, distance education, electronic communications, computer hardware and software;
- use telecommunications-based tools to integrate information into the classroom and the curriculum;
- be proficient in finding, evaluating, and using current educational research to support continuous improvement in their profession;
- manage instructional, computer technology systems;
- apply learning theory and the principles of instructional design in curricular and instructional decision-making;
- integrate computer software, authoring tools, programming languages, the Internet, and multimedia into curriculum design and instruction;
- demonstrate proficiency using computers and related technologies in instruction;
- demonstrate proficiency in teaching and assessing others in the use of computers and related technologies in a variety of educational settings.

The MSET degree is an advanced degree designed to equip educators to be:

- leaders in educational technology;
- current in teaching and learning processes and practices;
- current in research technologies and instructional programming skills;
- knowledgeable of emerging technologies; and
- knowledgeable of current, technology-based educational tools and products.

Specifically by the end of the program MSET graduates will understand the capabilities of the computer (in all its forms) and its potential impact upon education. They will be proficient in an instructional programming language and in the use and application of computer software and will be able to demonstrate proficiency in using computers and related technologies to improve their own and their students' learning needs.

The program integrates a highly technological environment with a project-based curriculum. Its focus is supported by an institutionally systemic belief that there is a substantial role for technology in teaching and learning in all educational environments.

Program Delivery

Courses are offered using a variety of wide area network and web-enhanced instructional delivery methods. Delivery methods include Internet and/or Interactive Audio/Video (V-Tel) using the Dakota Digital Network (DDN).

Certain technology intensive courses require an on-campus residency. At this time, only two classes (one required and one elective) require campus time:

1. CET 751 - Computing Hardware and Networking Essentials (a DSU required course)
2. CET 753 - Network Management in Educational Instruction (an elective that is part of the technology systems specialization)

Two other courses (LT 731), Introduction to Multimedia, and Multimedia II (CET 750) have a recommended on-campus laboratory component. These courses can also be completed via distance.

These courses require hands-on learning experiences with specialized hardware and/ or software. They are available during the summer and are intensive campus sessions. They may also include a distance delivered component. Students who anticipate difficulty with the residency requirement may be able to take the courses locally and transfer the credit. Such arrangements should be discussed with their academic advisor prior to taking the alternative course to make sure the course(s) will transfer.

Program Completion

The program can be taken on a full or part-time basis, with classes offered in three academic terms, fall, spring, and summer. The time it takes students to complete their degree depends upon the number of credit hours they have taken per semester. Full-time students (9 credit hours per semester) will probably complete the program in 3-4 semesters.

Students must complete the program within 5 years of the semester of their admission.

Admission Requirements Specific to the MSET

The Dakota State University Masters of Science in Education in Educational Technology program seeks highly motivated individuals with educational and professional credentials that will enable them to be successful graduate students. Admission to the program is based upon a combination of the following requirements:

1. Baccalaureate degree from an institution of higher education with full regional accreditation for that degree.
2. Academic achievement and potential based upon a satisfactory undergraduate grade point average (2.7/4.0) and satisfactory verbal and quantitative scores on the Graduate Record Examination. The test must have been taken within the last five years. The test can be waived if the student meets one of the following conditions:
    - a cumulative grade point average of 3.25 or higher on a 4.0 scale for a baccalaureate degree from a regionally accredited college or university in the U.S.;
    - official admission into and demonstrated success in a regionally accredited graduate program in the U.S. Demonstrated success is defined as grades of A or B in at least 9 hours of graduate work;

      OR
    - graduation from a regionally accredited college/university in the U.S. at least 15 years ago or more.
3. Demonstrated basic knowledge of computers and their applications for educational purposes. Basic knowledge can be demonstrated in one of the following ways:
    - Technology endorsement from an accredited university;
    - In-service position as full or part-time technology coordinator in a public school; or
    - Personal or professional development experiences that indicate computer experiences.
4. Personal/Professional Statement of Educational Goals: Please attach a personal/professional statement describing your educational and personal goals in applying to the MSET program. This can include what you hope to achieve in the program, your educational objectives, skills and experiences using educational/instructional technology in the classroom, and your long-range career objectives as they relate to technology application for learning, training and instruction. The essay should be 250 to 400 words and should not exceed two pages.
5. Other factors (such as student maturity, references, or special expertise) also may be used to determine admission to the program.

Specific Application Information:

1. Entry Semesters: Students may enter the MSET program in the summer, fall, and spring semesters.
2. Application Deadlines: Applications must be received by June 15th for the fall semester; November 15th for the spring semester; and April 15th for the summer semester. Assistantship forms should also be sent with the application packet when applying for an assistantship.

Applications will be reviewed on a regular scheduled basis as they arrive. Due to the restrictions on the size of some classes, particularly distance classes, and potential space limitations, applications should be sent as early as possible.

Program Faculty:

Judy Dittman, Mark Geary, Lynette Molstad, Mark Hawkes, Vicki Sterling, Haomin Wang, Don Wiken

Program Requirements

A Collaborative Program

Dakota State University and the University of South Dakota have collaborated in the development of their respective master's degree programs. The two programs share a common core of five courses (15 credit hours). DSU and USD each teach two of the courses and share in the delivery of the fifth course. These five required core courses have the same course prefix (LT=Learning Technology), number, title, course description, objectives, and syllabus for each institution. Faculties from both campuses have collaborated to design and develop these common courses and continue to collaborate to ensure continued improvement in these courses. Students receive similar instruction allowing them to start the program at either campus or to enroll in core courses from anywhere in the state and nation via distance education technologies.

Coursework

The program coursework is divided into the following segments:

- common core courses (prefix LT) shared between DSU and USD required of all students;
- DSU required courses (prefix CET) required of all DSU students; and
- electives, including designated courses that are designed to permit specialization options in Distance Education and Technology Systems;
- thesis option, students may choose to complete a thesis as part of their elective choices.

Courses Supporting the MSET program

The program requires a total of 36 credits beyond the baccalaureate degree. All students must take the following:

- 15 credit hours of required common core courses (LT prefix shared between DSU & USD);
- 10 credit hours of required DSU courses (CET prefix); and
- A minimum of 11 credit hours of electives. If they desire to do so, students may specialize in either distance education or technology systems by selecting designated electives. However, selecting a specialization is not required.

Common Core

The common core is required of all students in the program. DSU and USD each teach two of the courses and share in the delivery of the fifth course.

The five courses that have been identified as common to both programs have the same course prefix, number, title, course description, objectives, and syllabus.

- LT 712 - Principles of Learning Instructional Technology 3 credits
- LT 716 - Systematic Design of Instruction 3 credits
- LT 731 - Multimedia Production 3 credits
- LT 741 - Introduction to Distance Education 3 credits
- LT 785 - Research Methods in Education Technology 3 credits

DSU Required Courses

All DSU students take these four courses, totaling 10 credit hours.

- CET 720 - Evaluating Technology Outcomes 3 credits
- CET 751 - Computing Hardware and Networking Essentials 3 credits
- CET 756 - Introduction to Instructional Programming 2 credits
- CET 765 - Leadership in Technology Change 2 credits

DSU Elective Courses

DSU students must take a minimum of 11 credit hours of elective courses, choosing either the thesis or non-thesis option. The thesis option, CET 798, counts for four elective credit hours. Students may not take both the thesis option (CET 798) and the Educational Computing Research Project (CET 788). Nor can they choose both the thesis option and the practicum (CET 795). Students registering for the practicum (CET 795) must obtain permission from their academic advisor.

- CET 657 - Network and Operating Systems Topics 2 credits
- CET 659 - Teaching in the One to One Computing Environment 1-2 credits (2 credits required)
- CET 721 - Web Authoring 1 credit
- CET 726 - Technology in Curriculum 3 credits
- CET 727 - Social Studies in the Mobile Computer Environment 3 credits
- CET 747 - Web/ITV Applications in Distance Education 3 credits
- CET 749 - Policy and Management for Distance Education 3 credits
- CET 750 - Multimedia II 2 credits
- CET 753 - Network Management in Educational Instruction 3 credits
- CET 758 - Advanced Instructional Programming 2 credits
- CET 769 - Adult Learning for Distance Education 3 credits
- CET 788 - Master's Research Problems/Projects 2 credits
- CET 792 - Topics 1-3 credits
- CET 795 - Practicum 1-3 credits (3 credits required)
- CET 798 – Thesis 4 credits

MSET Specializations

The MSET program offers 2 specializations: Distance Education or Technology Systems. These specializations are indicated on the official transcript. Students who wish to choose one of these specializations must take designated electives.

Distance Education

- CET 747 - Web/ITV Applications in Distance Education 3 credits
- CET 749 - Policy and Management for Distance Education 3 credits
- CET 769 - Adult Learning for Distance Education 3 credits

Technology Systems

- CET 747 - Web/ITV Applications in Distance Education 3 credits
- CET 750 - Multimedia II 2 credits
- CET 753 - Network Management in Educational Instruction 3 credits
- CET 758 - Advanced Instructional Programming 2 credits

K-12 Educational Technology Endorsement

Individuals who hold or are eligible for teaching certification will earn the K-12 Educational Technology Endorsement by completing specified courses within the MSET program. These courses include:

- LT 716 - Systematic Design of Instruction 3 credits
- LT 731 - Multimedia Production 3 credits
- LT 741 - Introduction to Distance Education 3 credits
- LT 785 - Research Methods in Education Technology 3 credits
- CET 720 - Evaluating Technology Outcomes 3 credits
- CET 726 - Technology in Curriculum 3 credits
- CET 751 - Computing Hardware and Networking Essentials 3 credits
- CET 756 - Introduction to Instructional Programming 2 credits
- CET 765 - Leadership in Technology Change 2 credits

Assessment/Evaluation Activities

Students will be evaluated at specific phases throughout the program. Assessment will include:

- course grades;
- a midpoint review of portfolio and program progress;
- evaluation of the exit portfolio by a committee of faculty and external reviewers.

Exit Portfolio

The MSET Exit Portfolio is the final student project of the program. The portfolio should cause students to reflect on how courses and project experiences have applied to their professional work. It provides an opportunity for students to display artifacts and competency of their progress over the course of the program. It will also be used as a tool for presentations to co-workers, employers, and future employers. The portfolios are also important to the MSET program as dynamic documents, which can be used to determine the quality of the program.

Expectations

Students are required to construct a web-based portfolio that exhibits key elements of their work. The portfolio should begin with a self-introduction and biographical information. It should include a guiding or organizational structure, table of contents, or an overview that gives context to the portfolio layout. Portfolios will include: a philosophy statement that introduces their beliefs regarding technology's role in teaching and learning; key themes that reflect their philosophies and exemplify the program objectives; and selected products developed in their courses.

Students must also provide a 20-30 minute presentation of their portfolio, highlighting their philosophy of professional technology application for student learning, accomplishments, and/or significant products. This presentation may be made via telephone conference call, interactive video, or at DSU. Questions from the review panel will follow the presentation.

Students should review the portfolio guidelines early in their program. There is also a mid-program review of students' Plans of Study to ensure they are continuously developing their portfolio products. The guidelines and the evaluation rubric used by the committee are available on-line. The Graduate Office will conduct a program audit and qualify students for portfolio review once the student has applied for graduation. The MSET Program Coordinator will schedule presentation dates for portfolio reviews and contact the students.

Course Grades

Course grades are used as an indirect measure of student attainment of specific program goals and objectives. The program's goals, objectives, and student outcomes have been mapped to specific program courses. DSU Policy requires students to maintain a 3.0 student GPA in the program, receive no grades below a C, and have no more than 2 grades of a C. If students do not maintain the required "B" average students will be placed on academic probation and given the opportunity to raise their GPA to 3.0 within the next nine credit hours. If students do not raise their GPA to 3.0 they will be suspended from the program. If they receive more than 6 credits of "C" or any grade lower than a "C" students are suspended from the program. Students may appeal the suspension. If students have questions regarding grading, they should review the Satisfactory Progression Policy (DSU Policy 05-34-00) or speak with their advisor.

MSET Summary Table

Summary subject to change.

Require Common Core (Shared between USD and DSU) (15 Credits)

- LT 712 - Principles of Learning Instructional Technology (Taught by USD) — 3 credits
- LT 716 - Systematic Design of Instruction (Taught by USD) — 3 credits
- LT 731 - Multimedia Production (Taught by DSU & USD) — 3 credits
- LT 741 - Introduction to Distance Education (Taught by DSU) — 3 credits
- LT 785 - Research Methods in Education Technology (Taught by DSU) — 3 credits

Required DSU Courses (10 Credits)

- CET 720 - Evaluating Technology Outcomes — 3 credits
- CET 751 - Computing Hardware and Networking Essentials — 3 credits
- CET 756 - Introduction to Instructional Programming — 2 credits
- CET 765 - Leadership in Technology Change — 2 credits

Electives (11 Credits)

- CET 657 - Network and Operating Systems Topics 2 credits
- CET 659 - Teaching in the One to One Computing Environment 1-2 credits (2 credits required)
- CET 721 - Web Authoring 1 credit
- CET 726 - Technology in Curriculum 3 credits
- CET 727 - Social Studies in the Mobile Computer Environment 3 credits
- CET 747 - Web/ITV Applications in Distance Education 3 credits (Distance Ed. & Tech Systems)
- CET 749 - Policy and Management for Distance Education 3 credits (Distance Ed.)
- CET 750 - Multimedia II 2 credits (Tech Systems)
- CET 753 - Network Management in Educational Instruction 3 credits (Tech Systems)
- CET 758 - Advanced Instructional Programming 2 credits (Tech Systems)
- CET 769 - Adult Learning for Distance Education 3 credits (Distance Ed.)
- CET 788 - Master's Research Problems/Projects 2 credits
- CET 791 - Independent Study 1-3 credits
- CET 792 - Topics 1-3 credits
- CET 795 – Practicum 1-3 credits
- CET 798 - Thesis 4 credits

MSET Course Rotation

The MSET Course Rotation can be found on the website.

Non-degree

Information Assurance - Ethical Hacking Certificate (9 credits)

Information Assurance - Ethical Hacking

- INFA 534 - Ethical Hacking — 3 credits
- INFA 713 - Managing Security Risks — 3 credits
- INFA 725 - Advanced Network Hacking — 3 credits

OR

- INFA 729 - Advanced Web Hacking — 3 credits

Application and Admission Information

Admission to a Graduate Program

Students wishing to pursue a graduate degree program apply to and are admitted directly to that program. Applications should be sent to the Office of Graduate Studies and Research for processing and a review for deficiencies. Applications must be received in accordance with deadline requirements set for that program.

Minimum Admission Requirements

Dakota State University (DSU) and its graduate programs seek highly motivated individuals with educational and professional credentials that will enable them to be successful graduate students. Minimum admission requirements are established by the DSU Graduate Council. Degree-specific requirements are established by the college offering the graduate program and reviewed and approved by DSU Graduate Council. Additional restrictions and requirements may be based on Board of Regents policy.

DSU bases admission to its graduate programs upon the academic qualifications of applicants. The underlying principle for acceptance is a demonstration of ability to successfully complete the desired program. Admission to all degree programs is competitive and subject to the resource constraints necessary to provide quality graduate education within each program.

1. Completion of a baccalaureate degree from a regionally accredited college or university;
2. A minimum undergraduate grade point average of 2.7 or a minimum graduate grade point average of 3.0;
3. Demonstration of sufficient proficiency in written and oral English (applies to international applicants).

Individual programs have additional admission requirements. Please refer to specific program details for additional admission requirements.

Additional Admission Requirements for International Students

International applicants must submit evidence that they are proficient in English and financially self-sustaining. The following documents must be included in the application:

1. A baccalaureate degree that is recognized as equivalent to a 4-year bachelor's degree in the U.S. The credential must have an authorized signature clearly showing the date of entry in the program and date of graduation.
2. An English translation of their transcripts with a grade point average or overall percentage calculated and provided, either on the transcript or in a notarized document. The university reserves the right to ask for an evaluation of foreign transcripts by a DSU recognized transcript evaluation agency.
3. A minimum GPA of 2.7 on a 4.0 scale or the equivalent. The transcript or grade sheet must describe the grading system and indicate both the grading system used and the highest mark attainable and the lowest passing mark.

4. Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) score. The university requires a minimum score of 550 on the PBT, 213 on the CBT, 79 on the IBT, or a minimum of 6.5 on the IELTS.

   OR

   Proof of an undergraduate or graduate degree from a regionally accredited college/university in the United States.
5. Documentation that they are financially self-sustaining. Students must use the DSU Declaration and Certification of Finances form, official bank statements, notarized support letters, or some other official affidavit.

The U.S. Department of Justice expects all international applicants to demonstrate sufficient proficiency in written and oral English to be successful in graduate school. Applicants whose native language is not English and who have not obtained an undergraduate or graduate degree from an accredited American college or university must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Required minimum score for the TOEFL is 79 for the Internet-based test (IBT), 550 for the paper-based test (PBT), 213 for the computer-based test (CBT), and a minimum of 6.5 for the IELTS. Applicants who score below the minimum required score, but who otherwise meet the academic requirements for admission, will be required to take non-credit concentrated English Language training at the Dakota State University Language Institute or some other similar language program. Those applicants will not be admitted to an academic degree program until they meet the minimum TOEFL score or pass the Michigan Test of English Language.

International students, except for those entitled to establish a legal domicile in South Dakota, are required to purchase the South Dakota Board of Regents' endorsed student health insurance plan for themselves, their spouses and their dependents. (See BOR Policy 3:14).

Certificate of Visa Eligibility

The University can issue a Certificate of Eligibility (I-20 Form) only after the applicant has been admitted to the graduate program, satisfying both English proficiency and financial sustainability. In general, foreign students should not plan to arrive on campus until they have been officially notified of admission and have received the I-20 Form. They should have an F-1 (student) visa issued in their native country.

The Application

Applicants are responsible for assembling and submitting all parts of the application for graduate study. Each applicant must provide the following: completed application form, application fee, one official transcript for all college work, three forms of recommendation, official scores of the standardized graduate admission tests, and any required program specific documentation.

Graduate Application Form

A complete application form includes the application form and a separate page of program specific required information. Specific degree programs may require additional documents or statements. A non-refundable application fee, drawn on a U.S. Bank, must accompany the form. If the application fee is not included, the application will not be processed.

Official Transcripts

Degree seeking students should have one official transcript from all institutions of higher education attended or currently attending (with the exception of transcripts from a South Dakota Regental University) sent directly to the Office of Graduate Studies and Research. Neither photocopies nor transcripts marked "student copy" are acceptable, except under special circumstances with prior permission. Alternatively, official transcripts can be included in the application packet. To ensure their authenticity, the transcripts must be inside a sealed envelope. The registrar's signature and the school's seal must be across the sealed flap.

Students who apply before completing their baccalaureate degree should submit an incomplete transcript with their application. They should make arrangements to have the final transcript sent upon completion of the undergraduate degree. The final transcript should be filed during the first semester of graduate work.

Transcripts in a language other than English must be accompanied by an official translation provided by either a professional translation service or the college/university issuing the transcript. Students may be asked to submit an evaluation or request for evaluation for foreign transcripts. The university reserves the right to ask for an evaluation of foreign transcripts by a DSU recognized transcript evaluation agency.

Forms of Recommendation

Applicants should have three forms of recommendation, sent directly to the Office of Graduate Studies and Research. If instead the forms are included with the completed application, the references should seal their completed recommendation form inside an envelope and sign across the sealed envelope flap to ensure confidentiality. Forms of recommendation should come from individuals who can comment on the applicant's academic ability and professional competency.

Standardized Graduate Admission Tests (GRE/GMAT)

DSU Graduate Programs require applicants to submit their scores from the Graduate Record Exam/Graduate Management Admissions Test. See program requirements for which exam is required for specific programs. Applicants must have the test scores sent directly to the DSU Office of Graduate Studies and Research.

Information, including sample test questions and hints for taking the test, is available at these addresses: www.gre.org and www.gmac.com/gmac/thegmat.

Other documentation as required by individual college programs

Applicants should check the graduate programs section for this information or contact the specific college or the Office of Graduate Studies and Research for more information on program specific application requirements.

Immunization Requirement

1. All students, who reside on campus or who receive instruction at one of the residential campuses, and students who attend classes at the University Center in Sioux Falls must document their immune status for measles, mumps, and rubella. Students are not required to document their immune status to attend classes at other locations or through the Internet. Proof of two doses of measles vaccine or of the presence of an immune antibody titer against measles shall be required. This documentation may be accomplished by either a State Health Department certificate, or it may be included as part of the institution's physical exam report. A student who fails to provide satisfactory documentation of his or her immune status shall not be permitted to register for or to attend classes. Every attempt should be made to collect this information at the time of admission. For special circumstances, an institution's president or the president's designee may grant an extension of the deadline for an amount of time determined necessary. In no case may the extension be longer than one semester. A medical waiver may also be forwarded to the admitting institution for its review and action.
2. Students who are unable to ascertain their immunization status may obtain, at their own expense, the necessary tests and vaccination from the Student Health Service of their university.
3. In the event the South Dakota State Department of Health declares an epidemic of measles or rubella, the institution involved shall provide to the State Department of Health a list of students who have not submitted immunization documentation. Subsequent campus actions shall consider the advice and authority of the South Dakota State Department of Health. Students who have no vaccination or immunity against the required preventable infectious diseases may be dismissed from the campus.
4. Vaccination for hepatitis B is required for students before they can be admitted to certain health profession programs. Each institution will compile information about current program-related vaccination requirements and make this information available to students along with other curricular and registration materials. It will be the responsibility of the department of the specific health profession program to ensure that the vaccination requirement has been met.
5. Immunizations for tetanus, diphtheria, poliomyelitis, varicella, and meningitis are recommended.

Submitting the Application

Applications should be sent to the Office of Graduate Studies and Research. Admission deadlines and entry semesters may vary. All materials submitted for application become the property of Dakota State University and will not be returned to the applicant. Please see the individual program to determine application deadlines.

Application Review and Evaluation

Only complete application files will be reviewed for admission. The Office of Graduate Studies and Research coordinates the admissions process with the graduate program committees. The Graduate Office first reviews the arriving materials to ensure applications are complete and to determine whether or not minimum admission requirements and prerequisites

for admission have been met. Applicants are then notified of receipt of the materials and whether or not there are deficiencies in the package. As soon as an application is complete, it is forwarded to the relevant graduate program admissions committee for evaluation at their next scheduled meeting. The graduate program committee makes admission decisions. The Office of Graduate Studies and Research notifies applicants.

Incomplete Applications

On rare occasions, with well-defined extenuating circumstances, an incomplete application may be evaluated for admission to a graduate program. In such circumstances, the reasons for the deficiency must be documented. The committee has the authority to admit the applicant on a conditional basis or to waive the requirement.

Admission Status/Student Classification

Regular Admission (Unconditional Admission)

Unconditional admission, also referred to as 'regular' or 'full' admission, is granted to applicants who fully meet the minimum admission standards and the program-specific admission requirements.

Conditional Admission

Applicants who do not fully satisfy all admission criteria, (e.g. grades, test scores, demonstrated basic knowledge in the discipline, or other credentials) but do show sufficient promise may be conditionally admitted to a graduate degree program. Conditional admission permits the applicant to enter the program on a trial or probationary basis. A student admitted on a conditional basis must:

- Satisfy any condition serving as the basis for conditional admission within the allotted time period as required by their program and/or the Dean of Graduate Studies and Research; and/or
- Demonstrate potential for success by achieving at least a grade of "B" in each course taken during the first 9 credit hours of enrollment.

Students who do not meet these criteria will be suspended. The college offering the degree program, in consultation with the Office of Graduate Studies and Research, is responsible for monitoring and tracking the student's status.

Readmission

Graduate students who withdraw from the university or are suspended from their program must apply for readmission through the Office of Graduate Studies and Research at least one month prior to registration for that semester. Readmission forms are available in the Office of Graduate Studies and Research. If any graduate work was undertaken at another institution during the intervening time, those transcripts must be furnished to the Office of Graduate Studies and Research.

The degree program's Graduate Admissions Committee will review the readmission request and make a recommendation for readmission. The student's advisor and/or advisory committee, in consultation with the program coordinator, may require the student to file a new Plan of Study. Note that the program description and curriculum in effect at the time of readmission applies to the student's academic program plans.

Special Student (Non-degree seeking) Status

The term 'graduate student' applies only to those students who meet minimum standards for admission and/or have been recommended for admission either unconditionally or conditionally. A student who holds a baccalaureate-level degree who wishes to take course work but who does not want to enter (or has not been admitted to) a degree program, may enroll in graduate-level courses provided that the student meets prerequisite conditions for the specific course(s), as determined by the course instructor.These students will be designated as special students-post-graduate.

Any student holding a baccalaureate or professional degree from a regionally accredited institution may register for individual courses at the graduate level without making formal application to a degree program. An applicant seeking special student status is not required to furnish transcripts or recommendations. There is no minimum GPA requirement.

If a special student decides to work toward a graduate degree, he/she must apply for admission into the degree program. Courses taken as a special student will be applicable to a graduate degree only by permission of the program coordinator and the Dean of Graduate Studies and Research. A maximum of nine (9) graduate credit hours earned while enrolled as a special student may be applied to a graduate degree program. Students who have been denied admission to a degree program are permitted to apply for special student status and may enroll for individual courses. Special students are not eligible for financial aid.

Policies

The following information is presented in alphabetical order and is meant to serve as a general guide. Since degree requirements may vary with the program, students should become familiar with the specific requirements of their degree programs. Copies of all DSU Graduate Policies are available in the Office of Graduate Studies and Research and on-line at http://www.dsu.edu/hr/policies/index.aspx.

Admission to Candidacy

Admission to a graduate program is not the equivalent of acceptance as a candidate for a graduate degree. The application for advancement to candidacy will include a summary of all courses and degree requirements to be applied toward the degree. Filing of this application indicates that the student is entering the final stages of degree completion. Admission to candidacy requires review and approval of the Candidacy application by the student's advisor and the graduate program coordinator. Failure to submit this application as requested may result in blocked registration in the student's subsequent semesters.

Master's degree students are responsible for filing an Application for Candidacy by the census date of the semester prior to their intended graduation semester.

Doctoral degree students are responsible for filing an Application for Candidacy by the census date of the semester following the semester in which they meet eligibility requirements for advancement to candidacy. For doctoral students to be advanced to candidacy, students must fulfill the following requirements:

1. Successful completion of all specified courses of their Plan of Study for the graduate program in which they are enrolled.
2. Successfully complete their comprehensive exam and qualifying portfolio (if required) (doctoral students only).
3. A Plan of Study grade point average of 3.0 (a "B" average).
4. Meeting Regental standards for residency (BOR 2:29 Degree Residency Policy).

The students' advisor and graduate program coordinator will review and approve the document. The original form will be forwarded to the Office of Graduate Studies and Research. After ensuring that all candidacy requirements have been met, the Dean of Graduate Studies and Research will certify the student is eligible for candidacy and will notify the program coordinator and the student. Doctoral students are then referred to as doctoral candidates or ABD (All But Dissertation).

The students' advisor and graduate program coordinator may request that the Office of Graduate Studies and Research terminate the candidacy of a student who does not show ability to complete the degree. The student advisor should submit a separate written request for each student recommended for termination to the Office of Graduate Studies and Research. This policy can be reviewed at http://www.dsu.edu/hr/policies/05-55-00.aspx.

Advising

Graduate students have final responsibility for their success in their chosen graduate program. However, students will benefit from the guidance, counsel, and support of faculty who serve as their advisors.

Each college with a graduate program has responsibility for academic advising. The appropriate program coordinator is responsible for determining whether an advisory committee or an advisor will be used and for making the necessary appointments. An advisor or advisory committee will be appointed immediately after the student has been admitted to the program. This policy can be reviewed at http://www.dsu.edu/hr/policies/05-33-00.aspx.

An advisor or advisory committee has the following responsibilities:

- Maintaining accurate records on his or her advisees;
- Communicating on a regular basis with their advisees;
- Advising and assisting students with the development of their Plan of Study and recommending it to the respective program coordinator for approval;
- Approving amendments to the Plan of Study (along with the program coordinator);
- Monitoring student progress;
- Helping with the selection of a dissertation, thesis or capstone project topic;
- Assisting advisees (in coordination with their dissertation, thesis or project supervisor) in preparing for and completion of the dissertation, thesis or capstone project;
- Reviewing and approving the Application for Candidacy and recommending it to the program coordinator for approval; and
- Reviewing Applications for Graduation.

Americans with Disabilities (ADA)

It is the policy of Dakota State University to comply with all federal and state requirements of the Americans with Disabilities Act, the Rehabilitation Act of 1973 and other similar statutes and regulations as promulgated federally and by the State of South Dakota. Dakota State University does not discriminate on the basis of disability in the employment activities. The Vice President for Business Administration has been designated to coordinate compliance with the non-discrimination requirements contained in Section 35.107 of the Department of Justice regulations. Information concerning the provisions of the Americans with Disabilities Act and the rights provided thereunder are available from the ADA Coordinator, Keith Bundy. (Telephone: 605-256-5121).

The university does not discriminate on the basis of disability in the admission process or in access to programs or activities. To this end, the university has formed a committee (ADA Educational Programs Committee) whose purpose is to help ensure individuals with disabilities have the full benefit of education programs offered by the university in compliance with the above laws. This policy is part of the university's total response to the Americans with Disabilities Act. (See DSU Policy 1-02-00)

Procedures:

1. An individual with a documented disability wishing academic accommodations to programs and/or services must contact the ADA Academic Coordinator, Keith Bundy, Lower Level of Trojan Center (Telephone: 605-256-5121). www.dsu.edu/student-life/disability-services/index.aspx. Documentation must be no older than three years from the date of application/request for program modifications. Documentation will consist of medical or other diagnostic documentation of disability or limitations.
2. A formal written application for consideration of an academic accommodation must be submitted along with professional documentation of the disability as soon as possible prior to the time the accommodation is needed. It is recommended that, when applicable, requests be filled on initial admission to the university. No action can be taken by the university until the formal application and documentation are provided. Upon receipt of the completed application, the ADA Academic Coordinator, together with a university consultant, will make decisions on requests for common learning and testing accommodations. In all other requests for accommodations, the chair of the ADA Educational Programs Committee will schedule a meeting of the ADA Educational Programs Committee for no later than ten working days after receipt of application. Each applicant will be handled and reviewed individually. The applicant will be notified in writing of the meeting place, date and time. The applicant may elect to attend the meeting if he/she so chooses.
    a. The purpose of the meeting with the ADA Educational Programs Committee is to discuss appropriate and reasonable accommodations to be recommended to the university administrator(s) responsible for effecting the accommodations. The committee, the applicant, and experts or advocates requested to be present by the committee or the applicant will discuss the request for accommodations and evaluation of documentation, if any, provided by a university consultant. The goal is to reach agreement on the type and extent of accommodations to give the student appropriate access to classroom information and tests that measure their knowledge without fundamentally altering the program. The resulting recommendations and minutes of the meeting will be forwarded to the vice president or designee for final approval and action. If the applicant elects not to meet with the committee, the committee makes recommendations based upon the applicant's written application, documentation, and other submitted material. The student is notified of the committee's decision by the chair.
    b. If the requested accommodations would result in a fundamental alteration of the service/program and/or requirements for the university, the committee will declare the need for further review of the request. The minutes of the meeting, without recommendations for accommodations, will be forwarded to the Vice President for Academic Affairs or his/her designee for further review and action. The Vice President for Academic Affairs or designee will make a final decision regarding program or service modifications and prepare a written statement to the student on the decision and the reason for the decision within ten (10) working days after receiving the minutes of the meeting. Copies of official minutes, letters of

notification and all documents, including the original application, professional documentation, and related correspondence, will be filed with the ADA Academic Coordinator, declared personal and confidential, and thereafter communicated only to those who have a need to know, in accordance with the Family Rights and Privacy Act. Files will be maintained during the student's enrollment and destroyed three years after the individual's last official affiliation with the university as a student.

3. The Vice President for Academic Affairs or his/her designee will notify faculty and/or other university personnel who will be responsible for implementing the accommodations within ten (10) working days of the decision so as to ensure that the accommodations are in place for the individual at the earliest possible time in a new semester or new setting. If the documentation received suggests an accommodation, DSU will implement the recommended accommodation until such time that it is determined by the ADA Educational Programs Committee that the academic program is altered by said accommodation. Faculty/university personnel are required to maintain the confidentiality of the process, to strictly adhere to the officially designated accommodations, to share any problems or concerns only with their administrator or the Vice President for Academic Affairs or his/her designee, and to support the student's full and equal participation in the program or service.

   The student will notify the ADA Academic Coordinator in the event that accommodation arrangements are not carried out in the recommended manner. Should individuals need additional accommodations, they may request a new meeting with the committee by contacting the ADA Academic Coordinator.
4. Faculty or other university personnel who are responsible for implementing accommodations for a student are encouraged to provide pertinent progress checks and make suggestions or address concerns regarding future services. Any formal evaluations must be submitted to the ADA Academic Coordinator for inclusion in the file within 10 working days of termination of the faculty's or other personnel's responsibility to that student. The ADA Academic Coordinator will examine all forms upon receipt and take any action deemed necessary, to include requesting another meeting of the committee.
5. The ADA Academic Coordinator will meet with all students served by this policy annually to determine if needs are being met. Individuals may be contacted to discuss their accommodations in more detail should it appear that adjustments or additional accommodations may be needed. A new meeting of the committee may be called and the process may be repeated beginning with step 2 above.
6. The decisions of the ADA Coordinator and/or ADA Educational Programs Committee and/or the Vice President for Academic Affairs may be appealed to the President within five (5) working days of receipt of the committee's recommendation. The President will provide a written response to the appeal within five (5) working days of receipt of the appeal. The President's decision may be appealed to the Office of Civil Rights, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, MO 64153-1367.

Appealing Academic and Administrative Decisions

Administrative officers of the University have the responsibility and authority to make decisions within their respective areas of jurisdiction. However, it is the policy of the university to allow students to appeal academic and administrative decisions. Students should first discuss any concern with the professor or official directly responsible for the area involved. If the matter cannot be resolved at that level, it should be taken to the dean of the college in which the graduate program resides or to the official's immediate supervisor. If the matter cannot then be resolved, students may file a grievance with the Office of Graduate Studies and Research. Graduate Council will hear graduate student appeals and grievances. For more information see the DSU Appealing Academic and Administrative Decisions Policy 03-30-00 http://www.dsu.edu/hr/policies/03-30-00.aspx.

Application for Graduation

The University requires that candidates for graduation must file an Application for Graduation with the Office of Graduate Studies and Research by the census date of the semester of their intended graduation. Submission of this Application for Graduation will trigger a graduation eligibility review by the Office of Graduate Studies and Research. Students will not be permitted to graduate in the intended semester if this document is not submitted on time. This policy can be reviewed at http://www.dsu.edu/hr/policies/05-57-00.aspx.

Assessment Activities

While progress toward a graduate degree is continually assessed, every graduate program will include a final integrative performance-based experience to evaluate and assess the quality of the learning experience of each student. Assessment activities vary with the program. Examples of final assessment activities include: comprehensive examinations; capstone projects; oral examination of the thesis; external certification examinations; portfolio review by external auditors; and a summary conference. Such activities help students integrate the separate parts of the total educational experience. More information on the nature of the assessment experience within each program is available in the graduate programs section of this catalog.

Auditing a Class

Auditing courses by graduate students will be a matter of record and will be shown on their academic transcript. Students must register for courses they wish to audit, indicating the audit option, and pay the established tuition and fee. No credit is given for the audited course. Credits for audited courses are not counted in calculating graduate full-time, part-time, or overload status and credits are not used to calculate GPA (See DSU Policy 03-49-00 Auditing a Course).

Candidacy

See Admission to Candidacy

Certification of Program Completion

See Eligibility for Graduation

Change of Grade

Changes from one letter grade to another must be initiated by the instructor on a Change of Grade Form and signed by the instructor and the dean of the college offering the course. A reason for the change must be provided. The Vice President for Academic Affairs must approve such changes. A change from an "I" to a letter grade requires only the signature of the instructor. This policy can be reviewed at http://www.dsu.edu/hr/policies/05-38-00.aspx.

Changing Class Schedules

Courses may be dropped or added within the official published drop/add period. Graduate students may drop or add course by notifying the Office of Graduate Studies and Research via email or by using WebAdvisor (unless, the class to be dropped is the only class that semester). The late start date of some graduate classes may necessitate asking the Vice President for Academic Affairs for permission to drop a class.

Extenuating circumstances must be documented by the student, instructor and/or adviser in writing to the Academic Vice President.

Class Schedules

See Changing Class Schedules

Course Loads

Academic school terms are fall, spring, and summer; inclusive dates are published in the University class schedule.

Graduate student enrollment status is defined as:

- Full-time enrollment for graduate students is at 9 credits per academic term.
- Half-time enrollment is 5 credit hours per academic term.

The maximum registration for graduate students is 12 credit hours per academic term (summer, fall, and spring). Overload enrollment is more than 12 credits. To be eligible for overload enrollment, a student must have the approval of their academic advisor or advising committee, the graduate program's coordinator and the Dean of Graduate Studies and Research.

International students must be enrolled as full-time students to meet United Stated Customs and Immigration (USCIS) guidelines. Exceptions may be granted as stipulated in the USCIS guidelines and approved by the Dean of Graduate Studies and Research. This policy can be reviewed at http://www.dsu.edu/hr/policies/05-50-00.aspx.

A graduate assistant's student status is determined by both their academic course load and by their graduate assistantship workload (See DSU policy 05-20-00 Graduate Assistantship).

Credit and Coursework Options

Transfer Credits

Academic courses will be transferred as meeting graduation requirements if the courses parallel the scope and depth requirements for the degree or if the courses meet electives required for the degree (See BOR Policy 2:5 Transfer of Credit).

The following minimum conditions must be met before graduate-level credit can be accepted:

- the institution is regionally accredited at the Master's level;
- the student must have been in good standing in the institution from where the credit is transferred;
- the grades in courses transferred are "B" or better; and
- these transfer credits must have been completed no more than four years prior to commencement of the DSU graduate degree program.

The program committee for each degree program may establish specific program-level processes and criteria for course evaluation. Transfer credit from another institution will be recorded on a DSU transcript only if the transfer work is accepted as part of a DSU graduate degree. Limitations on transfer credit are determined by BOR Policy (See BOR Policy 2:29 Definition of Credits and Related Institutional Requirements).

Independent Study

Independent Study credits are permitted at the graduate level with the approval of the instructor, the graduate program's coordinator, and the Dean of Graduate Studies and Research and only under the following (or similar) conditions: the student was unable to take the course when it was offered, and to wait and take it the next time it would be offered would cause an undue delay in the student's graduation or create problems with course sequencing. Prior to the independent study course being offered, the Graduate Council must approve a syllabus for that particular course. Copies of the syllabus must be maintained in the college office, the Office of Graduate Studies and Research and the Vice President for Academic Affair's office. (See DSU Policy 03-01-00 Special Topics/Independent Study/Seminar Courses)

Credit for Classes Offered via Alternative Delivery Methods

Graduate credit may be obtained for graduate courses taken via alternative delivery systems, such as Internet and television on the same basis as other transfer credits. Such courses must be offered by a regionally accredited institution.

Credit by Examination

Graduate students may petition the program's committee to receive credit by examination for a course. A grade of "B" or better is required on the exam to successfully challenge the course. (See DSU Policy 03-51-00 Recording of Non-Traditional Credit.) This policy can be reviewed at http://www.dsu.edu/hr/policies/05-37-00.aspx.

Credit for Work Experience

No credit will be offered for prior work experience.

Credit for Correspondence Courses

No credit will be given for correspondence courses, except under extraordinary conditions and with the prior approval of the dean.

Credit for Undergraduate Classes Taken As a Graduate Student

Matriculated undergraduate students whose undergraduate record is such that they can qualify for admission to the graduate program, may, in their final semester, register for a limited number of graduate courses (600-level only) for graduate credit. Graduate-level courses are open to undergraduates only by exception. Registration requires the permission of the dean of the college in which the course is offered and the Dean of Graduate Studies and Research. Such permission does not constitute admission to the graduate program. Undergraduate students may not register for 700 or 800 level courses (See BOR Policy 2:8 Levels and Numbering of Courses).

Financial Aid

http://www.dsu.edu/financial-aid/index.aspx

Graduation Requirements

The Office of Graduate Studies and Research reviews the files of students who have submitted an Application for Graduation file to confirm that they have met (or will meet by the graduation date) the following requirements:

1. They have successfully completed (or will complete) all courses listed on their Plans of Study within the 5-year time limit.
2. They have maintained a GPA of at least 3.0 (a "B" average), with no more than 6 credit hours of a "C" grade and no grade below a "C" in their program coursework.
3. They have met regental standards for residency.
4. They have satisfactorily completed all required integrative assessment activities.

Students meeting or on schedule to meet these requirements will be certified eligible for graduation, and their names will be forwarded to the Board of Regents. A post-graduation ceremony audit is undertaken to verify that all requirements were met as planned. When all requirements have been met, the Office of Graduate Studies and Research informs the Registrar's office to certify graduation.

Evaluation

See **Assessment/Final Evaluation of Graduation Experience**

Good Academic Standing

See **Satisfactory Progression/Good Academic Standing**

Grade Change

See **Change of Grade**

Grade Deletion/Replacement

See **Grading**

Grading

The following grade definitions are used in the graduate programs:

A	– Exceptional	4.00 grade points per semester hour
B	– Good	3.00 grade points per semester hour
C	– Average	2.00 grade points per semester hour
D	– Unsatisfactory	1.00 grade points per semester hour
F	– Failure	0.00 grade points per semester hour
U	– Unsatisfactory	Does not calculate into GPA
S	– Satisfactory	Does not calculate into GPA
AU	– Audit	Does not calculate into GPA
W	– Withdrawal	Does not calculate into GPA, no credit granted
I	– Incomplete	Does not calculate into GPA
NP	– Normal Progress	Does not calculate into GPA
EX	– Credit by Exam	Does not calculate into GPA
CR	– Credit	Does not calculate into GPA
NR	– Not Recorded	Does not calculate into GPA

Graduate students must maintain a 3.0 grade point average in all courses included in their Plans of Study, with a grade of "C" in no more than 6 credit hours of their courses. No grade below a "C" is acceptable for graduate work. Students who receive a "D" or "F" will be suspended.

Students who are readmitted to the program after academic suspension must repeat any course with a "D" or "F" grade. The grade on the repeated course will replace the original grade and will be used in calculating GPA. Students may not repeat a course more than once.

Grade deletion, deleting all grades for a semester, is not permitted for graduate degree programs.

Graduation

See **Application for Graduation**
And **Eligibility for Graduation**

Grievance Procedure

See **Appeal/Grievance Procedure**

Incomplete Grade

An incomplete "I" grade may only be awarded under specific conditions as outlined in BOR Policy 2:10 Grades and Use of Grade Point Average. For each incomplete given, the instructor must indicate in writing to the student, the respective graduate programs coordinator, and the Office of Graduate Studies and Research how and by when the incomplete is to be removed. The instructor must also attach a copy of this correspondence to the final grade report. Any students with unresolved "I" grades for courses in their Plans of Study and in which the courses are required for their degree will not be certified for graduation. This policy can be reviewed at http://www.dsu.edu/hr/policies/05-38-00.aspx.

Independent Study

See **Credit and Coursework Options**

Normal Course Load

See **Course Loads**

Plan of Study

A Plan of Study is an agreement between the student and the College offering the degree program formally specifying all course work required to complete the graduate degree. It will indicate the order in which the courses will be taken and the method by which credit will be sought (e.g., transfer, challenge). It will detail such things as thesis or non-thesis track, specialization to be pursued, and electives. See DSU Policy 05-34-00 Satisfactory Progression for requirements for satisfactory progress leading to successful completion of the master's and doctoral degree programs.

Probation

All graduate students are expected to maintain a Plan of Study grade point average of 3.0 ("B" average) throughout their graduate program. Failure to maintain the "B" average places the student on academic probation. Students on academic probation may register for an additional 9 credit hours of coursework and must raise their Plan of Study GPA to a 3.0 ("B" average) after completion of the 9 credits. If this is not accomplished, the student will be suspended from the program. A student who receives more than 6 credits of "C" or any grade lower than a "C" is automatically suspended from the program.

Should it be necessary to suspend a graduate student for academic reasons, the student may apply for readmission to the Office of Graduate Studies and Research after two semesters

(summer is considered a semester term). The student must demonstrate an adequate reason for readmission.

A grievance procedure has been established for students wishing to contest probation or suspension. The Graduate Council will hear all grievances, following the procedure established in DSU Policy 03-30-00 Appealing Academic and Administrative Decisions.

Graduate students who have been officially suspended and who seek reinstatement shall submit a formal request for reinstatement, along with a supporting statement of explanation, to the Office of Graduate Studies and Research. Requests shall be acted upon according to the established procedure for application to the program.

Appeal

A grievance procedure has been established for students wishing to contest probation or suspension. The Graduate Council will hear all grievances, following the procedure established in DSU Policy 03-30-00 Appealing Academic and Administrative Decisions.

Graduate students who have been officially suspended and who seek reinstatement shall submit a formal request for reinstatement, along with a supporting statement of explanation, to the Office of Graduate Studies and Research. Requests shall be acted upon according to the established procedure for application to the program.

Program Requirements

Credit hour requirements vary with the specific degree program. Program specific credit hour requirements can be found under the individual program section of this catalog.

Progression

See **Satisfactory Progression**

Reactivation

See **Reentry/Reactivation**

Readmission

Graduate students who withdraw from the university or are suspended from their program must apply for readmission through the Office of Graduate Studies and Research at least one month prior to registration for that semester. Readmission forms are available in the Office of Graduate Studies and Research. If any graduate work was undertaken at another institution during the intervening time, those transcripts must be furnished to the Office of Graduate Studies and Research.

The degree program's Graduate Admissions Committee will review the readmission request and make a recommendation for readmission. The student's advisor and/or advisory committee, in consultation with the program coordinator, may require the student to file a new Plan of Study. Note that the program description and curriculum in effect at the time of readmission applies to the student's academic program plans.

Reentry/Reactivation

Students who withdraw prior to the start of classes in their entry semesters may reactivate their original applications within one year by notifying the Office of Graduate Studies and Research. Their applications will be forwarded to the next program admission committee meeting for discussion. In the absence of evidence indicating they should not be admitted or other extenuating circumstances that limit enrollment, their original admissions will prevail.

Registration

Continuous Registration Requirement

Graduate students must maintain continuous registration in their degree programs. They can meet this requirement by registering for at least one course each academic term (summer, fall, and spring semesters) until all requirements for the degree are completed. If they are unable to take a course in a particular semester, they must register for a program sustaining credit that semester.

Registration and Academic Records

The Office of Graduate Studies and Research is responsible for registering graduate students and maintaining and safeguarding their official files. Graduate students are responsible for selecting courses that meet the requirements of their program and follow their Plans of Study. Students should meet regularly with their advisors to discuss course selection and course loads. Graduate students may register electronically following procedures established and disseminated by the Graduate Office. This includes emailing the Graduate Office or registering for distance courses through the Extended Program's website at http://www.dsu.edu/disted/index.aspx. Due to the way graduate courses are scheduled and delivered, graduate students may find it difficult to register using WebAdvisor.

Repeating a Course/Grade Requirement & Grade Deletion

See **Grading**

Requirements

See **Program Requirements**

Residency

A "course in residence" is one offered by a degree-granting regental institution at any of its approved sites (including distance courses), using any approved method of delivery. Courses that are part of a formal collaborative agreement among institutions are considered "in residence."

The Board of Regents has established guidelines for the proportion of coursework in a graduate program that must be earned in residence. The graduate credit hours required in residence are program-specific and dependent upon the credit hour requirements for that

particular program. Students who plan to earn graduate credit through off-campus courses should check the specific program requirements. Courses that have a campus requirement are specified in the graduate catalog.

Satisfactory Progression/Good Academic Standing

Students admitted to a graduate program must make satisfactory progress each academic year toward completion of the graduate degree being sought and must remain in good academic standing. All work in the program must be completed within a period of five (5) years for master degree programs and seven (7) years for doctoral programs.

Requirements for satisfactory progress leading to successful completion of the master's and doctoral degree programs include:

- Continuous enrollment in graduate courses included in their Plan of Study. (See DSU Policy 05-30-00 Plan of Study/Candidacy). Continuous enrollment is defined as registering for at least one course per academic term, or if that is not possible, registering for a program sustaining credit (See DSU Policy 05-32-00 Graduate Registration).

Requirements for good academic standing include:

- A 3.0 GPA in all courses included in the Plan of Study submitted for their degree.
- No more than 6 credit hours with "C" grades.
- No grades lower than a "C".

Suspension

All graduate students are expected to maintain a Plan of Study grade point average of 3.0 ("B" average) throughout their graduate program. Failure to maintain the "B" average places the student on academic probation. Students on academic probation may register for an additional 9 credit hours of coursework and must raise their Plan of Study GPA to a 3.0 ("B" average) after completion of the 9 credits. If this is not accomplished, the student will be suspended from the program. A student who receives more than 6 credits of "C" or any grade lower than a "C" is automatically suspended from the program.

Should it be necessary to suspend a graduate student for academic reasons, the student may apply for readmission to the Office of Graduate Studies and Research after two semesters (summer is considered a semester term). The student must demonstrate an adequate reason for readmission.

A grievance procedure has been established for students wishing to contest probation or suspension. The Graduate Council will hear all grievances, following the procedure established in DSU Policy 03-30-00 Appealing Academic and Administrative Decisions.

Graduate students who have been officially suspended and who seek reinstatement shall submit a formal request for reinstatement, along with a supporting statement of explanation, to the Office of Graduate Studies and Research. Requests shall be acted upon according to the established procedure for application to the program.

Appeal

Students wishing to contest probation or suspension may appeal the decision, following the grievance procedure established by DSU: Appealing Academic and Administrative Decisions 03-30-00 http://www.dsu.edu/hr/policies/03-30-00.aspx. Graduate Council will hear all grievances. Students should consult the Office of Graduate Studies and Research for details.

Reinstatement

Students suspended for academic reasons may seek reinstatement after two academic terms by submitting a formal request for reinstatement, along with a supporting statement of explanation to the Office of Graduate Studies and Research. The request shall be acted upon according to the established procedure for application to the program.

Time Limits

Students admitted to a graduate program must make satisfactory progress each academic year toward completion of the graduate degree being sought and must remain in good academic standing. All work in the program must be completed within a period of five (5) years for masters degree programs and seven (7) years for doctoral programs. This policy can be reviewed at http://www.dsu.edu/hr/policies/05-34-00.aspx.

Transfer

See **Credit and Coursework Options**

Withdrawal from a Class

A student may withdraw from a class any time from the end of the official drop/add period until the date published as last day to withdraw in the academic calendar. Students are not allowed to withdraw from specific classes after the published date, except under extenuating circumstances and only with the approval of the student's advisor, the Dean of Graduate Studies and Research, and the Vice President for Academic Affairs (See BOR Policy 2.6 Academic Calendars for a discussion of the withdraw date). Anticipated course failure is not considered an extenuating circumstance. A student who withdraws receives a "W" grade, a "W" grade does not affect GPA (See DSU Policy 05-30-00 Satisfactory Progression/Good Academic Standing).

Withdrawal from the Program

The effective date of withdrawal is the date such a request is initiated. Failure to officially withdraw will result in failing grades for all courses in which the student was enrolled (See DSU Policy 03-47-00 Transcripting Withdrawn Students).

Students who withdraw from the university will have their application held for up to one year. During this time, they may reactivate their original application, without having to resubmit all application materials. The program start date is that of the original admission to the program (See DSU Policy 05-30-00 Satisfactory Progression/Good Academic Standing). After that time, the student will have to reapply for admission (See DSU Policy 05-31-00 Graduate Admission).

Service and Facilities

Alumni Office

The Alumni Office is located in the Alumni and Foundation Building on the corner of Washington and 2nd Street. The Alumni Office takes an active role in maintaining communication with alums in various ways including the University Magazine, various on-line services and an active alumni social network. It also promotes reunions, and designs and implements recognition programs. One of the most important responsibilities of the alumni office is to maintain an accurate, up to date database of the alumni and friends of the University. This database contains vital information that is used by the university community in maintaining communication links with former students and friends of DSU.

Center of Excellence in Computer Information Systems

The Dakota State University Center of Excellence in Computer Information Systems includes faculty, staff, and students who have a very high level of information systems skills together with knowledge in a traditional discipline. This combination of expertise allows them to not only utilize information systems technology in their discipline but also to develop a systems approach to applications of information technology. The primary goal of the center is to provide graduates who can take the lead both in development and application of information technology tools for a wide variety of uses in business, industry, government, and education. Students from any degree program can be admitted into the Center of Excellence if they meet the center's admissions standards. Admitted students then complete an 18 credit hour minor coursework, which includes an internship experience, a thesis, and other mandatory professional activities. Students who satisfactorily complete all of the requirements will be designated as graduates of the Center of Excellence. Applications for membership will be accepted from all undergraduate students who have completed less than 60 hours of total coursework. A secondary purpose of the center is to provide expert delivery programs related to computer and information management technology. The center carries out research and development activities in information management and hosts an annual conference to assist in the dissemination of results of the latest research results in the discipline. The full program can be found in the Interdisciplinary Studies section of this catalog.

National Center for Protection of the Financial Infrastructure

The National Center for Protection of the Financial Infrastructure a not-for-profit, interdisciplinary organization intended to facilitate leading-edge education and research in areas related to information assurance, including information security, privacy, intellectual property protection, identity theft, computer crime and forensics, and fraud prevention and detection. The Center seeks to advance the awareness and practice of information assurance and to facilitate best practices in information assurance planning, policy, ethics, law, and technology, particularly as those issues relate to banking and finance. Securing both business and personal data is one of the emerging challenges of the electronic age. The business community and world at large are becoming increasingly dependent upon digital communications with sophisticated networks, resulting in heightened vulnerabilities. The Center for Protection of the Financial Infrastructure is expected to be a collaborative initiative between business, government, and academic researchers. It is intended to address the major

security, privacy, and fraud issues within the technical, business, legal and policy contexts of banking and finance through both education and research. The Center embodies the University's fundamental mission to advance human knowledge through research and education and to apply that knowledge in matters of crucial importance in banking and finance. For more information on the Center contact Dr. Kevin Streff at 605-256-5077.

Dakota State University English Language Institute

The Dakota State University English Language Institute was founded in 1991 to provide an intensive program of English language study for international students who need to improve their language skills before entering the university. The institute's mission is to provide reading, writing, listening, and speaking skills along with computer skills so students can successfully complete a bachelor's degree. The program runs year-round 12 weeks in the fall and spring and an intensive 8-week session in the summer. The institute provides full-time and part-time English instruction on a self-support basis. Students from all over the world are welcome. Enrollment often includes students from China, Saudi Arabia, Korea, and Japan. Classes are small to allow for individual attention. Advisors assist with many aspects of American life in hopes of a smooth transition to Dakota State University.

Extended Programs

Extended Programs is responsible for program planning, marketing, program implementation and overall management of courses and programs offered by alternative delivery (i.e., Internet, DDN) or at off-campus locations by Dakota State University. Working in partnership with the colleges and the institution's academic support areas. Extended Programs works to design and develop active and collaborative degree programs at a distance or at off-campus sites such as the University Center in Sioux Falls.

The Extended Programs staff is located in the Tunheim Classroom Building. The staff serves the needs of students who are enrolled in the on-line and videoconferencing courses at DSU and in courses at off-campus locations. The office is the mainstay of distance services to students, working with the administrative offices of DSU to provide these services. The office staff assists faculty in the design and implementation of courses delivered by various forms of technology. The office can be reached by calling (605) 256-5049 or toll-free at 800-641-4309, or by email at dsuinfo@dsu.edu. The Extended Programs web page is www.dsu.edu/disted/

The video conferencing classrooms on campus are located in the Tunheim Classroom Building (TCB). The Dakota Digital Network (DDN) room is located in TCB 103. The Governor's Electronic Classroom (GEC) is located in TCB 111 and the third room is located in TCB 109. Anyone on campus who would like to schedule time in the video classrooms can contact Extended Programs at 605-256-5049. For technical support of videoconferencing classrooms and the presentation classroom equipment, please e-mail video@dsu.edu.

Notification of Complaint Process for Program Integrity

Any person may file the complaint with the Executive Director of the South Dakota Board of Regents to obtain a review and appropriate action on allegations that an institution governed by the Board:

- Violated South Dakota consumer protection laws;
- Engaged in fraud or false advertising;
- Violated South Dakota laws relating to the licensure of postsecondary institutions or programs;
- Failed to provide an educational program meeting contemporary standards for content and rigor;
- Failed to assign qualified instructors; or
- Violated one or more accreditation requirements.

Where the institution has not already considered and acted upon the complaint, the Executive Director will refer the matter to the institutional president for review and action. If the complainant challenges an institutional disposition of the complaint, the Executive Director will provide for an independent review and disposition of the allegations. The Executive Director may be contacted at: The Office of the Executive Director of the South Dakota Board of Regents, 306 East Capitol Avenue, Suite 200; Pierre, South Dakota 57501-2545; Phone (605) 773-3455; info@sdbor.edu.

Allegations involving violation of consumer protection laws may also be filed with Office of Attorney General, Division of Consumer Protection; 1302 E Hwy 14 Ste 3; Pierre SD 57501; Phone (605) 773-4400, 1-800-300-1986 (in-state only); Fax (605) 773-7163; *consumerhelp@state.sd.us*; on-line complaint form, *http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx*.

CONTACT INFORMATION FOR STUDENTS RESIDING IN STATES OTHER THAN SOUTH DAKOTA WHO HAVE COMPLAINTS RELATING SPECIFICALLY TO DISTANCE LEARNING OR CORRESPONDENCE EDUCATION

Pursuant to the United States Department of Education's Program Integrity Rule, Dakota State University is required to provide all prospective and current students with the contact information of the state agency or agencies that handle complaints against post-secondary education institutions offering distance learning or correspondence education within that state. Students residing in other states while enrolled in a course offered by Dakota State University are encouraged to utilize the institution's internal complaint or review policies and procedures prior to filing a complaint with the state agency or agencies. However, if the complaint is not resolved through these processes, a student may use the following list to identify the office(s) in the state in which the student resides to which the complaint against any public institution in South Dakota may be filed.

Agencies by State where These Complaints may be Filed: (NOTE: *This list is subject to change. If a student is not able to contact the appropriate agency in a given state, please contact the Offices of the South Dakota Board of Regents and assistance will be provided. (306 East Capitol Ave, Suite 200, Pierre, SD 57501; phone: (605)773-3455; e-mail:* info@sdbor.edu*)*

ALABAMA - There is no complaint procedure specific to students enrolled in post-secondary institutions. Consumers can file consumer complaints with the Consumers Affairs Section of the Alabama Office of Attorney General. The consumer hotline number is 1-800-392-5658 and the link to the complaint form is

http://www.ago.state.al.us/consumer_complaint.cfm.

ALASKA - Complaints against post-secondary institutions may be filed with the Alaska Commission on Post-secondary Education, http://www.akadvantage.alaska.gov. Contact person is Coordinator, Institutional Authorization, 907-465-6741. In addition, consumers can file consumer complaints with the Consumer Protection Unit of the Alaska Office of Attorney General. The link to the complaint form is

http://www.law.state.ak.us/pdf/consumer/FORM_complaint.pdf.

ARIZONA - There is no complaint procedure specific to students enrolled in post-secondary institutions. Consumers can file complaints with the Arizona Consumer Information and Complaints Division of the Arizona Attorney General's Office. The telephone number is 1-800-352-8431 and the link to the complaint form is http://www.azag.gov/consumer/complaintformintro.html.

ARKANSAS - Complaints involving out-of-state institutions may be filed with the Arkansas Higher Education Coordinating Board of the Arkansas Department of Higher Education, http://www.adhe.edu. Contact person is Coordinator of Institutional Certification, 501-371-2012. In addition, consumers can file complaints with the Arkansas Attorney General Consumer Protection Division. The phone number is 1-800-482-8982. The link to the complaint form is at http://www.ag.arkansas.gov/consumers_consumer_complaints.html.

CALIFORNIA - Complaints involving out-of-state institutions may be filed with the Bureau for Private Post-secondary Education which is part of the Department of Consumer Affairs, http://www.bppe.ca.gov. Contact person is Deputy Bureau Chief, 916-431-6905. The BPPE has a complaint form for students to complete which is available at http://www.bppe.ca.gov/forms_pubs/complaint.pdf. There is no separate consumer complaint process.

COLORADO - Complaints involving out-of-state institutions may be filed with the Colorado Department of Higher Education which is authorized to investigate student complaints involving deceptive trade practices. Contact information is Degree Authorization Act Officer, 303-866-2723, Colorado Department of Higher Education/Colorado Commission of Higher Education, http://highered.colorado.gov/CCHE.html. In addition, students can file consumer complaints with the Colorado Attorney General's Office. The link to the complaint process is
https://www.coloradoattorneygeneral.gov/departments/consumer_protection/file_consumer_complaint.; The phone number for the Attorney General's office is 303-866-4500.

CONNECTICUT - There is no complaint procedure specific to students enrolled in post-secondary institutions. The Connecticut Department of Consumer Protection handles general

consumer complaints. The complaint process is available at http://www.ct.gov/dcp/cwp/view.asp?a=1629&Q=274424 and complaints can be faxed to 860-713-7239.

DELAWARE - There is no complaint procedure specific to students enrolled in post-secondary institutions. The Delaware Department of Justice, Consumer Protection Division, handles consumer fraud complaints. The complaint process is available at http://attorneygeneral.delaware.gov/consumers/protection/complaint.shtml and complaints can be faxed to 302-577-6499.

DISTRICT OF COLUMBIA - Complaints involving out-of-state institutions may be filed with the Education Licensure Commission. The contact is Education Compliance Specialist, Education Licensure Commission, 810 First Street, NE, 9th Floor, Washington, DC 20002. The complaint form is available at http://osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/elementary_and_secondary_education/may_2011/complaint_form_4_11.pdf. There is no separate consumer complaint process.

GEORGIA - Complaints involving out-of-state institutions may be filed with the Nonpublic Post-secondary Education Commission. Complaints can be filed with the NPEC at 2082 East Exchange Place, Suite 220, Tucker, Georgia 30084, 770-414-3300. The complaint process is available at http://www.gnpec.org/forms/pdf%20files/ComplaintProcess.pdf. There is no separate consumer complaint process.

HAWAII - No established consumer complaint process for students enrolled in public post-secondary institutions could be found.

IDAHO - There is no complaint procedure specific to students enrolled in post-secondary institutions. The Idaho Office of Attorney General Consumer Protection Division handles consumer complaints. The description of their complaint process and form is available at http://www.ag.idaho.gov/consumerProtection/forms/ComplaintFormInformation.html. Their phone number is 800-432-3545.

ILLINOIS - There is no complaint procedure specific to students enrolled in post-secondary institutions. The Consumer Protection Bureau of the Illinois Attorney General's office handles consumer complaints. The description of their complaint process and complaint form is available at http://www.illinoisattorneygeneral.gov/consumers/filecomplaint.html. The address for submitting complaints is Office of Illinois Attorney General, Consumer Protection Bureau, 500 South Second Street, Springfield, Illinois 62706.

INDIANA - There is no complaint procedure specific to students enrolled in public post-secondary institutions which are publicly funded. Consumers can file complaints with the Consumer Protection Division of the Indiana Office of the Attorney General. The link to the Consumer Protection Division of the Indiana Office of the Attorney General is http://www.in.gov/attorneygeneral/2434.htm. The link to the on-line complaint form is

http://12.186.81.50/ConsumerComplaintForm/ConsumerComplaintForm.htm. The link to the printable complaint form is http://www.in.gov/attorneygeneral/files/complaint.pdf. Consumers can also request a complaint form by calling 1-800-382-5516 or (317) 232-6330.

IOWA - Complaints involving out-of-state institutions may be filed with the Iowa College Student Aid Commission which takes complaints from Iowa residents attending school anywhere. The contact phone is: 877-272-4456. The process for filing a complaint with the ICSAC (called Constituent Request for Review) is discussed at: http://www.iowacollegeaid.gov/index.php?option=com_content&task=view&id=149&Itemid=394#constituent. The link to the complaint form is: http://www.iowacollegeaid.gov/index.php?option=com_content&task=view&id=149&Itemid=394#constituent. In addition, students can file complaints with the Consumer Protection Division of the Iowa Office of the Attorney General. The link to the Consumer Protection Division of the Iowa Office of the Attorney General is http://www.state.ia.us/government/ag/file_complaint/index.html. The link to the on-line complaint form is: http://www.state.ia.us/government/ag/file_complaint/online_complaint_form.html. The link to the printable complaint form is: http://www.state.ia.us/government/ag/images/pdfs/ConsumerProtectionComplaintForm.pdf.

KANSAS - Complaints involving out-of-state institutions may be filed with the Kansas Board of Regents, Private/Out-of-State Post-secondary Division. The contact person is Director of Private and Out-of-State Education, (785) 296-4917. The process for filing a complaint with the KBOR is discussed at http://www.kansasregents.org/private_postsecondary_complaint_process. The link to the complaint form is http://www.kansasregents.org/resources/PDF/524-ComplaintProcedureandForm.pdf. In addition, consumers can file complaints with the Kansas Attorney General's Consumer Protection Division. The link to the Kansas Attorney General's Consumer Protection Division is http://www.ksag.org/page/filing-a-complaint. The link to the on-line complaint form is http://www.ksag.org/page/file-a-complaint. The link to the printable complaint form is http://www.ksag.org/files/shared/ComplaintForm.pdf.

KENTUCKY - Complaints involving out-of-state institutions may be filed with the Kentucky Council on Post-secondary Education. The contact person is the Director of Post-secondary Licensing, (502) 573-1555, ext. 350. In addition, consumers can file complaints with the Consumer Protection Division of the Kentucky Office of the Attorney General. The link to the Consumer Protection Division of the Kentucky Office of the Attorney General is http://ag.ky.gov/civil/consumerprotection/complaints/. The link to the complaint form is http://ag.ky.gov/NR/rdonlyres/19D2FEF3-0666-49B5-A184-38006DA45B2C/0/complaint_gen.pdf.

LOUISIANA - Complaints involving out-of-state institutions may be filed with the Louisiana Board of Regents PO Box 3677, Baton Rouge, LA 70821-3677. The contact point is the Associate Commissioner for Planning, Research and Performance, Louisiana Board of Regents. An individual may file a written complaint with the Board of Regents. Board of Regents' staff.

MAINE - There is no complaint procedure specific to students enrolled in post-secondary institutions. Consumers can file consumer complaints with the Consumer Protection Division of the Office of the Maine Attorney General. The link to the complaint form is: http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml.

MARYLAND - There is no complaint procedure specific to students enrolled in post-secondary institutions. Consumers can file consumer complaints with the Consumer Protection Division of the Office of the Maryland Attorney General. The link to the complaint form is: http://www.oag.state.md.us/Consumer/complaint.htm.

MASSACHUSETTS - Complaints involving out-of-state institutions may be filed with the Department of Higher Education, One Ashburton Place, Room 1401, Boston MA 02180; 617.994.6950 http://www.mass.edu/forstudents/complaints/complaintform.asp http://www.mass.edu/forstudents/complaints/complaintprocess.asp. In addition, consumers can file consumer complaints with the Public Inquiry & Assistance Center of the Office of the Attorney General of Massachusetts. The link to the complaint form is: https://www.eform.ago.state.ma.us/ago_eforms/forms/piac_ecomplaint.action.

MICHIGAN - No established consumer complaint process for students enrolled in public post-secondary institutions could be found.

MINNESOTA - Complaints involving out-of-state institutions may be filed with the Minnesota Office of Higher Education. http://www.ohe.state.mn.us/mPg.cfm?pageID=205; phone 651-259-3975 or 651-259-3976. In addition, The Minnesota attorney general has a consumer fraud complaint process that includes complaints relating to scholarship and financial aid scams. A Consumer Report Form can be downloaded from the AG's website. The link is: http://www.ag.state.mn.us/Consumer/Complaint.asp.

MISSISSIPPI - There is no complaint procedure specific to students enrolled in post-secondary institutions. A general consumer complaint process is provided by the attorney general's office. Complaints should be addressed to: Consumer Protection Division, Office of the Attorney General, P.O. Box 22947, Jackson, Mississippi 39225-2947.

MISSOURI - There is no complaint procedure specific to students enrolled in post-secondary institutions. The attorney general has provisions for filing general consumer complaints, which can be found at: http://ago.mo.gov/consumercomplaint.htm.

MONTANA - Complaints involving out-of-state institutions may be filed with the Attorney General, Department of Justice, P.O. Box 201401, Helena, MT 59620; Phone: (406) 444-2026; Fax: (406) 444-3549; E-mail: contactdoj@mt.gov. Montana State Board of Regents, http://mus.edu.

NEBRASKA - There is no complaint procedure specific to students enrolled in post-secondary institutions. The Attorney General's Consumer Protection Division may assist with certain complaints http://www.ago.ne.gov/consumer/whatisthecp.htm.

NEVADA - Complaints involving out-of-state institutions may be filed with the Nevada Commission on Post-secondary Education, Attn: Student Complaints, 3663 East Sunset Road, Suite 202, Las Vegas, NV 89120, http://www.cpestate.nv.us/. There is no separate consumer complaint process.

NEW HAMPSHIRE - Complaints involving out-of-state institutions may be filed with the Executive Director, N.H. Post-secondary Education Commission, 3 Barrell Court, Suite 300, Concord, NH 03301. There is no separate consumer complaint process.

NEW JERSEY - No established consumer complaint process for students enrolled in public post-secondary institutions could be found.

NEW MEXICO - Complaints involving out-of-state institutions may be filed with the New Mexico Higher Education Department, 2048 Galisteo Street, Santa Fe, NM 87505; phone 505-476-8442. The complaint form is available at http://www.hed.state.nm.us/uploads/FileLinks/b23fc959f37c44bb8e3caae612e0dba7/PPS%20Complaint%20Form.pdf. There is no separate consumer complaint process.

NEW YORK - There is no complaint procedure specific to students enrolled in post-secondary institutions. A complaint of consumer fraud on the part of the institution should be directed to the Office of the New York State Attorney General, Justice Building, Empire State Plaza, Albany, NY 12223.

NORTH CAROLINA - Complaints involving out-of-state institutions may be filed with the Post-Secondary Education Complaints, c/o Assistant Director of Licensure and Workforce Studies, University of North Carolina General Administration. 910 Raleigh Road, Chapel Hill, NC 27515-2688, telephone (919) 962-4558. There is no separate consumer complaint process.

NORTH DAKOTA - Complaints involving out-of-state institutions may be filed with the Office of Attorney General, Consumer Protection & Antitrust Division, Gateway Professional Center, 1050 East Interstate Ave. Ste. 200, Bismarck, ND 58503-5574, phone (701)328-5570, fax (701)328-5568.

OHIO - No established consumer complaint process for students enrolled in public post-secondary institutions could be found.

OKLAHOMA - No established consumer complaint process for students enrolled in public post-secondary institutions could be found.

OREGON - There is no complaint procedure specific to students enrolled in post-secondary institutions. Consumer complaints may be filed with the Oregon Department of Justice which handles consumer related complaints. http://www.doj.state.or.us/finfraud/index.shtml.

PENNSYLVANIA - There does not appear to be any complaint procedure specific to students enrolled in post-secondary institutions. The Pennsylvania Attorney General's Office handles consumer related complaints. http://www.attorneygeneral.gov/Complaints.aspx.

RHODE ISLAND - There is no complaint procedure specific to students enrolled in post-secondary institutions. Students with complaints involving possible illegal or criminal activity are referred to the local or the Rhode Island State Police, and complaints of discriminatory practices are referred to the Rhode Island Commission for Human Rights.

SOUTH CAROLINA - Complaints involving out-of-state institutions may be filed with the Nonpublic Institution Licensing, South Carolina Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, SC 29201. The complaint process is available at http://www.che.sc.gov/AcademicAffairs/License/Complaint_procedures_and_form.pdf. Whil e the South Carolina Department of Consumer Affairs handles consumer complaints, the information on its website indicates it refers complaints to the agency with direct jurisdiction, which in this case would be the South Carolina CHE.

TENNESSEE - Complaints involving out-of-state institutions may be filed using a complaint form found at http://www.tn.gov/thec/Divisions/LRA/PostsecondaryAuth/psa.html, The Division of Post-secondary Schools Authorization handles complaints. This process applies to all complaints.

TEXAS - No established consumer complaint process for students enrolled in public post-secondary institutions could be found.

UTAH - Complaints involving out-of-state institutions may be filed with the Utah Division of Consumer Protection using the complaint process link: http://consumerprotection.utah.gov/complaints/index.html. There is no separate consumer complaint process.

VERMONT - Complaints involving out-of-state institutions may be filed with the Vermont State Board of education using the complaint process link: http://education.vermont.gov/new/pdfdoc/pgm_post-secondary/EDUComplaint_Resolution_Statement_for_Postsecondary_Education_Matters.pdf . There is no separate consumer complaint process.

VIRGINIA - No established consumer complaint process for students enrolled in public post-secondary institutions could be found.

WASHINGTON - Complaints involving out-of-state institutions may be filed with the Higher Education Coordinating Board following the Board's website at the link below. Information as to how and where to file is included. Complaints are submitted to mailto:dainfo@hecb.wa.gov. http://www.hecb.wa.gov/autheval/daa/ConsumerInformation.as p. It is possible to bring a complaint regarding a school to the State Office of the Attorney General where the complaint pertains to a business operating in Washington. https://fortress.wa.gov/atg/formhandler/ago/ComplaintForm.aspx.

WEST VIRGINIA - There is no complaint procedure specific to students enrolled in postsecondary institutions. Consumer complaints may be filed with the Attorney General's office. Attorney General, Capitol Complex Building 1, Room E-26, 1900 Kanawha Blvd E, Charleston, WV 25305; phone 304-558-2021.

WISCONSIN - Complaints involving out-of-state institutions may be filed with the Educational Approval Board which has the authority to investigate a student complaint. http://eab.state.wi.us/resources/complaint.asp. In addition, complaints may be filed with the Attorney General's office.

WYOMING - There is no complaint procedure specific to students enrolled in post-secondary institutions. Consumers may complain to the Consumer Protection Unit of the Wyoming Attorney General's office at http://attorneygeneral.state.wy.us/consumer.htm.

Institutional Effectiveness and Assessment

The Office of Institutional Effectiveness and Assessment (OIEA) provides services to prospective and current students, supports the academic and administrative units in developing and evaluating their institutional effectiveness plan and assists the Assessment Coordinating Committee in evaluating DSU's Academic Assessment Program. The OIEA supports student success and learning by providing assistance in test preparation and by providing services and information to students in a timely, efficient manner. The staff administers the following standardized exams: ACT Residual, CLEP, Placement (COMPASS), Praxis, Proficiency, and Major-Field. The office supports the university's accreditation processes. The office also provides assistance to the academic and administrative units in a broad range of activities including support for regional and program accreditation, conducting and analyzing surveys and administering and ensuring compliance with statewide policies.

Please contact the OIEA at 605-256-5101 or by e-mail at assessoffice@dsu.edu for additional information. The OIEA website www.dsu.edu/academics/assessment also has information on each of these services.

The Karl E. Mundt Library and Information Commons

The Karl E. Mundt Library & Information Common's mission is to support the academic programs and to graduate students who are able to find, evaluate, and use information to solve problems and to make decisions effectively. These students should have the knowledge and skills to function successfully as continuous learners in a continuously-changing information world. To successfully meet its mission, the Library provides excellent collections, information systems, services, instruction, and staff. The Library provides a relaxed and inviting setting for individual and group study. Wireless access extends to the Library's pleasant front patio; a very popular spot on warm sunny days.

The Library provides access to an extensive collection of materials through its on-line library catalog which includes the over 4.5 million holdings of more than 70 member libraries of the South Dakota Library Network (SDLN). In addition to its print holdings, the Library subscribes to numerous electronic indexes and full text research databases, most notably, EBSCO's Academic Search Premier, IEEE CS Digital Library, ProQuest Research Library,

ABI-Inform, MLA Bibliography, Lexis-Nexis and many, many more. These databases are authoritative scholarly research tools needed to support DSU's academic programs. The Library's website provides the on- and off-campus community with direct access to the information resources critical to the various disciplines. Materials held by other libraries are also readily available through the inter-library loan system so rarely is the Library unable to quickly meet an individual's information needs. The Library also provides on-line access to tutorials and other research aids for the independent scholar.

The most important and best resources available are the library staff. These trained professionals are here to help you find and use the resources you need -- in person or on-line by using the "Ask a Librarian" link on the Library's website. In addition to the collections, systems and services offered, library staff provides assistance and instruction to faculty and students through workshops, classroom and one-to-one instruction.

The Library has a wide array of digital equipment like video cameras and digital audio recorders for use by students as well as standard AV equipment like video players and format converters. Meeting rooms, collaboration spaces, study rooms and viewing rooms equipped with TV/DVD/VCR or video projectors connected to various types of players are also available. Many computer peripheral devices like cameras and recording devices are available for check out. Networked computers and scanners are located on the main floor as are many tables equipped with power sources for quick and easy Tablet PC battery recharging between classes.

Peer tutoring services are available in the Tutor Center located on the main floor of the Library. Additional tutorial support is provided on-line in Lynda.com and Learning Express Library; link to them in the Database Quicklinks dropdown box on the Library's main page. The tutor schedule is available on-line (http://www.dsu.edu/academics/tutoring/) and posted the Library's main desk.

The library building is open six days a week during fall and spring semesters, but 24-hour access for most resources and services is available through its website. During the fall and spring semesters, the building is open Sunday - Thursday until midnight with extended hours at the end of the semesters. Visit the Mundt Library's homepage (http://www.dsu.edu/library) to search for information, request services, and learn more about the Library.

A helpful staff, attractive surroundings, modern facilities, and extensive materials all combine to make the Mundt Library a vital part of the educational program at Dakota State University.

Student Activities

Dakota State University offers a variety of campus-related activities and organizations. Each provides opportunities for personal, spiritual, physical, and intellectual growth. All students are encouraged to participate in campus organizations. The skill building which results from meaningful involvement combines with formal academic work to produce a competent and confident person. Information on the student activities sponsored or promoted by the institution is available in the Student Services Center in the Trojan Center.

Student Organizations

Student government is vested in the DSU Student Association Senate, which exists to help promote the general welfare of the University and to serve as an organized medium for expression of student opinion. The twenty-member Student Senate is a member of the South Dakota Federation of Student Governing Bodies, which provides an avenue for student communication with the Board of Regents and the public. Students also serve on the majority of the committees involved in institutional governance.

The Student Activities Board plans and conducts social, educational and recreational events for the University community. This group provides the foundation for activities programming on the campus and offers a variety of opportunities for student involvement.

Dakota State University students publish the campus newspaper, the Trojan Times, and students work at the student campus radio station, KDSU, which broadcasts campus, local and national events and music via the Internet and public address system in the student union. This publication operates under the guidelines set forth by the Student Media Board, which is composed of administration, faculty, and student representatives and is designed to provide guidance and support to this publication.

Each of the academic disciplines has a student organization associated with it. Examples include the: Phi Beta Lambda Business Club, Computer Club, Health Information Management Club, Women in Science and Technology, South Dakota Education Association, and Students in Free Enterprise. In addition to providing opportunity for students in a given major to get better acquainted and enjoy working together, these organizations enable their members to supplement their in-class learning by inviting speakers to campus, sponsoring competitive events (both for the campus and for high school students), taking group trips, etc. These organizations also take pride in conducting service projects for the campus and the community.

A number of student organizations exist because their members share a common interest or goal in areas that is other than academic. Examples include the: Gaming Club, Intervarsity Christian Fellowship, and the DSU Trojan Rhythm. As in the case of the academically related clubs, each of these organizations contributes to the growth of its participants and to the overall learning environment of the campus.

A major responsibility of the Director of Student Activities is to work closely with officers and advisors of student organizations to identify the particular needs of their groups and to design ways and means of meeting these needs. Assistance can take the form of individual meetings between the director and organizational officers, workshops for either officers from all interested organizations or the entire membership of a particular organization, or trips to another institution to visit with counterparts.

Theatre, Art and Music

Theatre

Students are encouraged to participate in theatre productions. These activities are available for the student interested in performing or working with the technical aspects of theatre productions. Productions are staged in the Dakota Prairie Playhouse and range from a principle production each semester to student-directed, one-act plays.

Music and Art

Vocal and instrumental activities are also available on campus. The DSU Pep Band, Choir and Singers are open to all students wishing to participate and are available either for academic credit or on a non-credit basis. These groups perform at various occasions during the academic year.

Students are also provided opportunities for greater understanding, appreciation, and self-expression in the area of visual arts. Exhibits of faculty and student work appear on several occasions during the academic year in the Mundt Library Gallery. The DSU collection, consisting of art purchased with General Activity Fee funds, is located in offices and display areas across the campus.

Intramural Sports

The Dakota State University Intramural Sports Department welcomes you to another exciting and enjoyable year. The Intramural Sports Department includes a wide variety of activities designed to encourage participation from every student on campus. Your participation in the Intramural Sports Program will prove beneficial to you personally, physically, physiologically, and socially. It affords the opportunity to develop the essential qualities of leadership, cooperation, self-reliance, and a sense of fair play as well as forming warm friendships that will endure throughout the years. Each and every student is invited to participate in as many activities as he or she deems advisable. The Intramural Sports Department offers men, women & co-ed leagues in flag football, volleyball, basketball, and softball. The Department also sponsors special events and tournaments through out the school year. Intramural sports activities are listed on the web at www.dsu.edu/student-life/intramurals/index.aspx.

Career Services-Student Employment, Internships & Placement

The Career Services Office, located in 206 Heston Hall, assists students in seeking and securing part-time positions, internships, or full-time employment. Students are informed of existing vacancies, assisted with application procedures, and guided toward additional opportunities for student employment. Part-time positions are available during regular semesters and full-time employment is available during the summer. Internships are available to qualifying students.

The Career Services Office is the primary office for assisting students with the transition from college to career. Job lists are prepared from various resources including employer, as well as exchange listings from outside sources.

Additionally, on-going seminars are provided to assist students with the job search, job application, and interviewing process. To add to students' placement success, employers come to campus to specifically interview students at DSU for internships and full-time employment.

Bookstore

The University Bookstore is operated as a service to students, faculty, and staff. The store is conveniently located in the Trojan Center. It is a recognized source for textbooks, art and office supplies, full-version academically priced software, university clothing, and memorabilia. The Bookstore is open Monday through Friday from 7:30 a.m. - 4:30 p.m. during the summer months.

The Bookstore's major function is to provide the textbooks required to support the academic programs of the university. Used books are available for many courses at a substantial savings over new book prices. The general reading section includes a reference area, study aids, regional authors, etc. The Bookstore will special-order books, not in stock.

The Bookstore also stocks gift items, university t-shirts, sweatshirts, caps, backpacks, decals, school memorabilia, binders, folders, pens, pencils, notebooks, electronic items, and computer supplies. Other services include postage stamps for purchase, along with a mail drop; personal check cashing (up to $10.00). All sales are cash, check, Visa, MasterCard, Discover or Trojan Gold. Students, parents and alumni are able to shop on-line via www.dsubookstore.com.

Full refunds will only be given on returns accompanied by the sales receipt. Do not write in books until you are certain that you intend to keep them. Full refunds are given on books that are returned in new condition within five days of the semester opening, two days for summer terms. Returns accompanied by a completed drop/add slip will be given a full refund for ten days after the start of the semester. Returns after that time will receive wholesale value. At the end of the semester, a book buy-back is held during finals week. Books that are being used again the next semester (based on written orders from instructors) will be purchased at 1/2 the new book retail price. If the Bookstore is unable to buy the textbook, the Nebraska Book Company may purchase the book at wholesale prices.

Diversity Services

The principle responsibility of Diversity Services is to educate and enhance the understanding, commitment, awareness, and dedication of the university to pluralism, social justice education, and preparedness to be successful in the evolving "global village".

Our commitment to diversity and academic excellence is reflected in the following goals for the university.

GOAL 1: To create a university that encourages and models respect for all individuals and provides equitable opportunity for the attainment of professional goals and personal fulfillment.

GOAL 2: To create a diverse community of students that reflects both societal and individual differences.

GOAL 3: To create a diverse community of faculty, staff and administration that reflects both societal and individual differences.

Food Service

The University Food Service is operated by ARAMARK for the benefit of the students and staff of Dakota State University. The Marketplace, located in the Trojan Center, is the dining room of the campus. The all-you-care-to-eat style dining allows the customer to pick and choose a variety of options with one payment upon entering the dining area. In order to meet the diverse interests of customers, the Marketplace offers an expanded style of service including comfort, exhibition station, deli, soups, salads, pizza, grill and fresh baked goods. A computerized cash register deducts the value of the food selected from the individual's meal plan balance.

Hours of service are Monday - Friday: Breakfast 7:30 - 10:45 a.m.; Lunch 11:00 a.m. - 1:00 p.m.; Light Lunch 1:00 - 4:45 p.m.; and Dinner 5:00 - 7:30 p.m. (Friday close at 7:00 p.m.); Saturday 11:00 a.m. - 1:30 p.m. and 5:00 - 6:30 p.m. and Sunday 11:00 a.m. - 1:30 p.m. and 5:00 - 7:00 p.m. Meal plans are designed for this style of eating and also accept Trojan Gold, Faculty Flex, Meal Plan Flex, Cash and Credit Card at a casual door rate for each meal period.

Myxer's Lounge is where you will find Java City and Bits 'n Bytes C-store. Java City offers a wide variety of espresso and non-espresso drinks, hot and cold, to compliment your favorite baked treats and or assortment of grab and go sandwiches and salads to complete your meal on the go. Java City is open Monday-Thursday 7:30 a.m. - 9:00 p.m., Friday 7:30 a.m. - 5:00 p.m., Saturday-Sunday Closed. Bits 'n Bytes C-store provides the basic needs for college life. Utilize your meal plan flex dollars to purchase items to cook for yourself in the residence halls or a snack in the middle of the afternoon. Hours are Monday-Thursday 8:00 a.m. - 11:00 p.m., Friday 8:00 a.m. - 5:00 p.m., Saturday - Closed and Sunday 6:30 - 11:00 p.m.

All dining services locations including concessions accept Meal Plan Flex, Trojan Gold, Cash, Visa, MasterCard and Discovery. Meal Plan Flex, Faculty Flex and Trojan Gold are also accepted in vending machines with card readers.

MEAL PLANS - All meal plans have the tax included in the total cost and are for each semester. All meal plan meals are non-refundable and must be used within the semester of purchase. Fall meal plan flex is transferable to spring semester or forfeited if student is not attending spring semester. All Meal Plan Flex is non-refundable at the end of spring semester. Freshman living on campus are able to select the Big Blue, Dakota 150 or Dakota 125. Second year students can select the Trojan Basic plan. The Trojan Advanced plan is available to students who have been out of high school for more than two years. For a student withdrawing from the University, the meal plan refund will be based upon the pro-rated unused portion of the plan up to the 60% point.

- **Big Blue** plan costs $1,541.50/semester and has unlimited meal accesses with $100 in Meal Plan Flex.
- **The Dakota 150** plan costs $1,232.50/semester and has 150 meal accesses with $200 in Meal Plan Flex.
- **The Dakota 125** plan costs $1,232.50/semester has 125 meal accesses with $325 in Meal Plan Flex.
- **Trojan Basic** plan costs $1,088.50/semester and has 75 meal accesses with $500 in Meal Plan Flex.
- **Trojan Advanced** plan is designed for 3rd year and beyond students living in the residence halls. The total cost is $356.00/semester and has no meals and $356.00 in Meal Plan Flex.

The University Food Service professional staff is dedicated to providing each student with as much personalized service as possible. Students are encouraged to contact the Food Service Director with questions and suggestions.

Student Development

The Student Development Office, located in the Student Services Center in the lower level of the Trojan Center, provides a variety of services related to student retention. It functions as a central location for students, faculty and staff to establish relationships that will promote personal and academic excellence for each and every student. The personnel within Student Development support student involvement in, and ownership of, their unique learning process. The mission is to help each student succeed academically, socially, and personally in an interdisciplinary world. Relationship development, personal discovery and developmental counseling are tools Student Development staff employ to help students to achieve academic and personal success.

Student Success Assistants work in the Student Success Center, located in the lower level of the Trojan Center. They assist students in learning basic academic skills. Student Success Assistants are students who have learned good basic academic skills and are working toward achieving personal goals.

University Card

The University Card is the official University identification card. It provides access to the Community Center, University Food Service, residence halls and various activities and athletic events. New students receive their card upon their arrival to campus. Thereafter, the

Card is electronically reactivated each semester. The Card, which is not transferable to another person, should be carried by students at all times on campus.

In addition to serving as an access card, the University Card carries various meal plan choices and also provides a pre-paid, stored-value program called Trojan Gold. Funds stored as Trojan Gold may be used at the Bookstore, the Production Center, vending machines, laundry machines, copiers, Concessions, the Marketplace, Java City Coffee Shop and Bits N' Bytes (the campus convenience store). It can also be used at several off campus establishments, including Classic Corner Convenience, Dairy Queen, McDonald's, Pizza Hut, Pizza Ranch, Scooby's Convenience, Stadium Sports Grill and Taco John's. A minimum deposit of $25 is required to activate the account. Thereafter, funds may be added at any time by means of cash, check, or debit/credit card or on-line. The on-line eAccount is found at https://dsucardservices-sp.blackboard.com/eaccounts. You are able to register as a user on this site and once registered, you have the ability to check your card balances, deactivate or reactivate your card if lost/stolen, and also add funds to your card as well.

If a card is lost or stolen, you are encouraged to go onto the on-line eAccount site if you are a registered user where you can deactivate your account. You may also notify the University Card Office (256-5146) in the Student Services Center. Deactivated funds are protected. The Trojan Gold account balance, which can be verified at each point of sale, carries forward from semester to semester. At the close of a person's term at DSU, the unused balance, if greater than $20, is refunded.

University Center in Sioux Falls

The South Dakota Public Universities and Research Center (University Center) provides the greater Sioux Falls community convenient local access to quality public higher education programs from the six system universities.

To accomplish this mission, UC will work with the six universities to:

- Deliver complete university degree programs, courses, and services in Sioux Falls at a level of quality commensurate with on-campus programs and beyond what any one university could provide.
- Develop a learning, course delivery and student service environment to meet the needs of non-traditional students and adult learners.
- Focus academic programs and courses to foster and support the economic development of the Sioux Falls area.
- Develop partnerships with local employers to provide academic programming for their employees.
- Serve as a delivery point and developer of non-credit personal and professional development programs to encourage individual life-long learning.

Dakota State University provides these degree programs in Sioux Falls:

- Business Technology, B.B.A., Information Systems, B.S., Computer Science, B.S., Computer and Network Security, B.S., Digital Arts and Design, B.S., Respiratory Care, B.S. , Health Information Administration, B.S., Professional and Technical Communication, B.S. and General Studies, B.G.S.

- General Management, M.B.A., Information Systems, M.S.I.S., and Information Systems, D.Sc.
- General Studies, A.A., Business Management, A.S., Network and System Administration, A.S., Respiratory Care, A.S., and Health Information Technology, A.S.
- Electronic Commerce Minor, Computer Science Minor, Networking Minor, Computer Information Systems Minor, Entrepreneurial Studies Minor and Health Care Coding Certificate.

DSU also provides general education courses at the center.

For specific program information, contact Enrollment Services in Madison or UC Sioux Falls at (605) 367-5640 or visit the website at www.sduniversitycenter.org/.

Tuition, Fees, Other Costs

Tuition, Fees, Other Costs (2012-2013)

Tuition

Undergraduate Resident Tuition - $124.20 per credit hour
Undergraduate Non-Resident Tuition - $186.35 per credit hour
MN Reciprocity Undergraduate - $158.60 per credit hour-(subject to change)
Graduate Resident Tuition - $188.30 per credit hour
Graduate Non-Resident Tuition - $398.58 per credit hour
MN Reciprocity Graduate - $298.15 per credit hour-(subject to change)
Institutional Fees - $116.20 per credit hour
Graduate Centers & Internet - $383.00
Externally Supported - $40.00

Other Fees (Where Appropriate)

Application Fee (graduate)	$35.00
International Student Fee (per semester)	$75.00
Late Payment	$10.00 - $50.00 depending on balance due
Dept. Course Challenge (each)	$90.75
Transcript (each)	$5.00*
Lab Fee -	
CIS, CSC, INFS, INFA	$54.80
Program Fees -	
CSC, INFA, INFS	$21.20 per credit hour
Business Discipline	$27.65 per credit hour

* $5.00 for the first transcript and $2.50 for each additional transcript, per request.

Residence Hall*

Double Occupancy	$1,385.05
Single Occupancy (as available)	$1,818.35
Apartment*	$1,675.70

**Includes cable TV, telephone, and wireless Internet*

Food Service

Dakota Plan	$1,232.50
Big Blue	$1,541.50
Trojan Basic Plan	$1,088.50
Trojan Advanced Plan	$ 356.00

The above tuition and fees are established by the Board of Regents and may be changed at any time without prior notification. Registration is not complete until all tuition and fees are paid in full. All fees, payments, and fines (including parking fees and fines) must be satisfied before any student records will be released.

Special Tuition Rates

In addition to the reciprocity agreements, the South Dakota Board of Regents and the South Dakota State Legislature have allowed special tuition rates for persons 65 years of age or older, graduate fellows and assistants, Reserve Officer Training Corps Cadets, children of alumni, military science courses, employee of the State of South Dakota, member of the SD National Guard, Veterans and others who performed war service, children and spouses of National Guardsmen disabled or deceased in line of duty, visually impaired person, children of residents who died during service in armed forces, dependents of prisoners or missing in action, certain elementary and secondary teachers and vocational instructors, survivors of certain fire fighters, certified law enforcement officers and emergency medical technicians, rehabilitation services' clients, and non-resident South Dakota National Guard members. (See Tuition and Fees Policy 5.5.)

Responsibility for Payment

Payment of tuition, fees, and other charges owed to Dakota State University is the responsibility of the student. If a student fails to pay an amount owed by the established due date, the University will assess a late payment fee at the rate approved by the Board of Regents. Further, all accounts that the university is unable to collect will be submitted for collection and forwarded to a credit reporting bureau. The university will recover from the debtor all collection fees and attorney's fees that result from collection of an account.

A student who adds any class hours after the billing invoices are issued for the semester must pay for those class hours by the established payment deadline or within 5 working days of registering for the class(es), whichever is later. Billing invoices for fall semester will be issued in early August; billing invoices for spring semester will be issued in early December. The university will not send billing invoices for added class(es). It is the student's responsibility to ascertain the amount due and remit it to the university. If a student does not meet the deadlines above, late payment penalties will be added. Failure to attend class will not cancel the student's financial obligation to the university.

South Dakota Residency

To be classified as a South Dakota resident, a student must have been a resident of the state for at least 12 months immediately preceding the first scheduled day of classes of the semester or other session in which the individual registers in the Regents' system. To change his/her state of residence to South Dakota for tuition purposes, a student must make application and be granted South Dakota residency by DSU Enrollment Services. The request to change residency status may be obtained from Enrollment Services at DSU. The form can be found DSU's website. The request, along with all supporting documents, must be submitted to DSU Enrollment Services no later than the last day of late registration for the semester for which a student is applying for residency.

Physical presence in South Dakota for the predominant purpose of attending a university or other institution of higher learning does not count in determining the 12-month period of residence.

Assistantships

Each semester, DSU may offer a limited number of assistantships to qualified graduate students. Assistantships are, first and foremost, an educational tool that provides graduate students with the opportunity to apply some of the skills and knowledge they have acquired. Much like an apprentice, students undertake, under the supervision of experts, activities that complement their other educational experiences. Usually the work done for the university will relate to the degree being sought. Within this education purpose, assistantships are used to meet a variety of needs: as a source of financial aid to, to recruit highly qualified prospective students, and/or to provide much needed assistance for faculty and administrators. This policy can be reviewed at http://www.dsu.edu/hr/policies/05-20-00.aspx.

Veterans Benefits

The Veteran Affairs Office at Room 11, Heston Hall has been established to provide information and assistance to students qualifying for Veterans Administration education benefits. Benefits provided by the VA include: monthly Education Assistance payments, tutorial assistance, educational loans, National Guard and Reservist Chapter Assistance and participation in the Veterans Education and Training Service Program. For more information visit the DSU Veteran Affairs Office homepage at: www.dsu.edu/registrar/veteran-affairs.aspx.

Course Descriptions

Accounting

ACCT 506 - Accounting for Entrepreneurs

3 credits

Accounting concepts and practices for entrepreneurs/small business owners. Emphasis given to the use of accounting tools to solve small business problems.

ACCT 610 - Foundations of Accounting and Business Law 3 credits

Introduction to the fundamental principles of financial accounting and business law. Emphasis is placed on preparing and analyzing the four basic financial statements and applying basic accounting principles to accounts receivable, fixed assets, depreciation, inventory valuation, internal control, liabilities, and equity. Business Law topics include the US legal system, torts, and contracts.

ACCT 725 - Accounting for Managers 3 credits

This course is designed to provide an understanding of the accounting concepts, techniques, computer applications, and issues in costing and accounting measurement for management planning, decision-making, and control. Prerequisite(s): ACCT 211 or ACCT 610

Business Administration

BADM 506 - Accounting for Entrepreneurs 3 credits

Accounting concepts and practices for entrepreneurs/small business owners. Emphasis given to the use of accounting tools to solve small business problems.

BADM 538 - Entrepreneurship II 3 credits

This course focuses on the process of screening an opportunity, drafting a personal entrepreneurial strategy, and understanding the business plan writing process. Building the entrepreneurial team and the acquisition and management of financial resources are emphasized along with venture growth, harvest strategies, and valuation.

BADM 576 - Marketing Research 3 credits

This course provides an in-depth study of the primary methodologies of marketing research. Emphasis is placed on collecting, analyzing, interpreting and presenting information for the purpose of reducing uncertainty surrounding marketing and management decisions. Prerequisite(s): BADM 370 and BADM 220 or MATH 281

BADM 593 – Workshop 1-3 credits

Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a compressed time period for delivery. They may include lectures, conferences, committee work, and group activity.

BADM 610 - Foundations of Economics and Finance 3 credits

3 credits This course provides an overview of microeconomic principles and business finance and incorporates significant information technology integration. Topics include the study of microeconomics concepts as they relate to the consumer, worker, and business decisions.

Emphasis is given to satisfaction maximizing behavior by individuals and profit maximization by firms. Market structures are thoroughly analyzed regarding their effect on price, out, and competitiveness. Topics in business finance include an overview of financial theory including the time value of money, capital budgeting, capital structure theory, asset pricing, risk and return, the efficient markets hypothesis, and bond and stock valuation. Technology integration includes some or all of the following: The use of Internet-based resources to supply data for analysis and information on current issues relevant to the course; the use of simulations, games, and computer applications to reinforce economic concepts, and the introduction of software tools that enhance the summary and presentation of economic information in a professional setting.

BADM 660 - Foundations of Business Practice **3 credits**

Provides conceptual background and fundamental knowledge about management and marketing to graduate students as preparation to take core courses in the MBA program.

BADM 692 – Topics **1-4 credits**

A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually 10 or fewer students with significant one-on-one student-teacher involvement.

BADM 712 - Advanced Business Finance **3 credits**

This course emphasizes the application of financial theory and concepts to the development of effective financial strategies for maximization of the firm value and shareholder wealth. Topics include capital budgeting, cash flow analysis, capital structure, cost of capital, working capital management, and security valuation, as well as effective spreadsheet analyses. Prerequisite(s): BADM 310 or BADM 610

BADM 729 - Business Analysis for Managerial Decisions **3 credits**

Managerial decision making for contemporary problems encountered by the business professional, including forecasting, decision analysis, linear programming, transportation models, project scheduling, inventory, and waiting line models; basic understanding and evaluation of operations research techniques, use of available computer routines and interpretation of results. Prerequisite(s): BADM 220

BADM 750 - Legal and Ethical Environment of Business **3 credits**

Essential legal and ethical foundation for business managers. Emphasizes effective strategies for managers to prevent and resolve legal disputes against companies. Topics include business ethics, the US legal system, international law, legal issues related to the corporate form of doing business, forming and enforcing contracts, minimizing tort liability, managing debtor-creditor relations, and retaining and managing company employees. Legal databases will be utilized. Prerequisite(s): ACCT 610 or BADM 350

BADM 755 - Organizational Behavior and Human Resources Management Process **3 credits**

This course provides practical application of organizational behavior concepts and addresses how they affect employee motivation, group dynamics, communication, coordination, change, and adaptation within an organization. It integrates psychological and sociological concepts with the human resource management process. Prerequisite(s): BADM 360 or BADM 660

BADM 765 - Management and Leadership **3 credits**

This course is a study of general management, including the planning, directing, controlling, and coordinating of activities involved in operating a business, government, or not-for-profit organization, with special emphasis on leadership. Prerequisite(s): BADM 360 or BADM 660

BADM 768 - International Management **3 credits**

This course focuses on the management policies and actions required in an internationally-oriented firm, with special emphasis on cultural, legal, and political factors that influence business operation in foreign countries. Prerequisite(s): BADM 360 or BADM 660

BADM 775 - Strategic Marketing **3 credits**

This course focuses on two strategic aspects of technology and marketing: the application of technology on marketing activities and the strategies associated with the marketing of technology products. Segmentation, positioning, and marketing mix with issues within a global technology environment will be emphasized as part of the strategic marketing planning process. Prerequisite(s): BADM 370 or BADM 660

BADM 782 - Strategic Management and Decision Making

3 credits

This course is a study of organization-wide management and long-range decision making. It is a capstone course and assumes prior completion of the majority of the DSU MBA curriculum. Finance, Marketing, Accounting, MIS, Economics, and Management knowledge learned in other MBA courses is used in student preparation of a semester-long project focused on current strategy topics and issues.

BADM 789 - Master's Research Problems/Projects Sustaining **0 credits**

This is a zero credit hour schedule type used to track students who are not currently working with faculty on thesis or doctoral activities. Universities may require students to register under this schedule type to remain active degree candidates.

BADM 790 – Seminar **1-3 credits**

A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media, such as internet, and are at the upper division or graduate levels. Enrollment is generally limited to 20 or fewer students.

BADM 791 - Independent Study **1-4 credits**

Includes directed study, problems, readings, directed readings, special problems and special projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

BADM 792 – Topics **1-3 credits**

A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually 10 or fewer students with significant one-on-one student-teacher involvement.

Biology

BIOL 592 – Topics **1-5 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Computer Education

CED 500 - Integrating Computers in K-12 **1-3 credits**

The integration of technology into classroom for K-12 teachers will be emphasized. Presentation packages, web creation and management software will be used to facilitate the integration of the technology into the classroom.

CED 592 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Computer Education and Technology

CET 657 - Network and Operating Systems Topics **2 credits**

This course will provide an overview of the South Dakota K-12 network and operating systems. Topics will include, but are not limited to: installing, configuring, and deploying Microsoft Windows XP clients; managing and coordinating the various facets of Microsoft's Windows 2003 Server; and managing and deploying Active Directory.

CET 659 - Teaching in the One to One Computing Environment 1-2 credits

This course will prepare participants for a ubiquitous computing environment including classroom management and use of appropriate software as part of a one to one implementation. Curriculum product ideas and strategies for student engagement within content areas (math, science, languages, social studies, etc.) will be developed and shared within teams to emphasize best practices of one to one computing.

CET 691 - Independent Study **1-4 credits**

Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

CET 692 – Topics **1-4 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum.

Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

CET 693 – Workshop **1-4 credits**

Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a compressed time period for delivery. They may include lectures, conferences, committee work, and group activity.

CET 720 - Evaluating Technology Outcomes **3 credits**

Focus on the processes and procedures for identifying the outcomes of technology use at the learner, program, and institutional levels. A survey of strategies is also conducted for using technology in student assessment and for assessing learner outcome of technology integrated curricula.

CET 721 - Web Authoring **1 credit**

This course is an introduction to web authoring in education. The course consists of two components: information presentation in hypermedia (using FrontPage), and digital graphic creation. Participants will learn the fundamentals in these two areas as well as their applications in educational settings.

CET 726 - Technology in Curriculum **3 credits**

The course promotes the systematic design and development of computer-based and related technologies curriculum. The course also examines the impact of technology on the teaching and learning process.

CET 727 - Social Studies in the Mobile Computer Environment **3 credits**

A study of the processes and procedures supporting social studies learning in the mobile computing environment. The course will cover instructional strategies, intercetion strategies, use of applets, and other software to support K-12 social studies curriculum. Security of content information and accessibility of content is also addressed.

CET 728 - Language Arts in the Mobile Computing Environment **3 credits**

A study of the processes and procedures supporting language arts learning for learners in the mobile computing environment. The course will cover instructional methodologies, interaction strategies, the use of applets and other software, and security of content information and accessibility of content.

CET 747 - Web/ITV Applications in Distance Education **3 credits**

A study of the processes and procedures for using Web-based and distance education technologies to support learning. The course includes a survey of instructional strategies on these platforms best addressing unique learning styles. The focus will be on applying the technology in ways that facilitate learner collaboration, distributed learning and an engaging learning environment.

CET 749 - Policy and Management for Distance Education **3 credits**

Using the systems approach, this course examines the model of governance of distance education organizations. The course focuses on identification and analysis of the institutional policies, management procedures and strategic planning efforts necessary to managing

distance education programs in a way that is engaging and equitable to the learner. Topics include: conducting needs assessment, preparing new programming tools, market plans, developing budgets and management plans, developing program evaluations, and so on. Prerequisite(s): LT 741

CET 750 - Multimedia II **2 credits**

Developing computer-based educational software using hypermedia, authoring languages, telecommunications, and programming languages based on current educational research.

CET 751 - Computing Hardware and Networking Essentials **3 credits**

A study of computer hardware and networks used in the educational setting. Topics include hardware maintenance and upgrade, network wiring, topologies, planning, installation, and maintenance of computer networks. This course requires a 5-6 day summer on-campus residency.

CET 753 - Network Management in Educational Instruction **3 credits**

Network management of educational institutions networks. Topics include protocols, security, configuration of storage, backup and performance, printing, remote access, virtual private networks, tuning and troubleshooting. This course requires a one-week summer residency on campus. Prerequisite(s): CET 751

CET 756 - Introduction to Instructional Programming **2 credits**

Computer programming to promote human/computer interaction, especially as it applies to students and education. Emphasis on applying fundamental programming concepts and proper programming techniques to instruction.

CET 758 - Advanced Instructional Programming **2 credits**

Development and application of educationally sound programs for a variety of student groups and subject areas. An extension of techniques developed in CET 756 - Introduction to Instructional Programming.

CET 759 - One to One Computing Implementation **4 credits**

This course is an intensive, hands-on experience that will ready the participant in technical areas relating one to one computing. Special attention will be paid to primary technical areas including virtual server, active directory, base design and deployment, and group policy. Prior experience and working knowledge in these areas is assumed. The course is not intended for beginning audiences, but instead focuses on the detailed inner workings of supporting the one to one computing at an advanced level.

CET 765 - Leadership in Technology Change **2 credits**

The course is designed to develop an understanding of how to create and support technological change through a systems approach. Topics include sources of resistance to change, tools for planning, decision-making and change, creating and supporting a culture for learning and change, and managing and institutionalizing change systems.

CET 769 - Adult Learning for Distance Education **3 credits**

This course examines various approaches to adult learning and examines theories of adult learning. Students will study the development of adult learning and its relationship to distance education.

CET 788 - Master's Research Problems/Projects **2 credits**

Independent research problems/projects that lead to research or design paper, but not to a thesis. The plan of study is negotiated by the faculty member and the candidate. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical.

CET 789 - Master's Research Problem/Project Sustaining **0 credits**

This is a zero-credit instructional method type used to track students who are not currently working with faculty on thesis or doctoral activities. Universities may require students to register under this instructional method type to remain active degree candidates.

CET 790 – Seminar **1-2 credits**

A highly focused, and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students.

CET 791 - Independent Study **1-3 credits**

Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

CET 792 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

CET 795 – Practicum **1-3 credits**

Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

CET 798 – Thesis **4 credits**

A formal treatise presenting the results of study submitted in partial fulfillment of the requirements for the applicable degree. The process requires extensive and intensive one-on-one interaction between the candidate and professor with more limited interaction between and among the candidate and other members of the committee.

Computer Science

CSC 509 - System and Security Programming — 3 credits

This course will examine programs and programming from the perspective of systems-level operations and security issues. The course will address appropriate operating systems, utilities and tools; malware fundamentals; systems-level programming; and scripting. Understanding the essentials of programming from device drivers and assembly language through scripting languages for automating processes and gluing together other utility programs will be the course objective. Coursework will focus on understanding and reading ability for such programs and scripts; students will develop the ability to understand and modify such programs in order to tailor them to particular environments. Open Source tools will be a consistent theme throughout the course. Prerequisite(s): CSC 150 and CSC 250

CSC 592 – Topics — 1-5 credits

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

CSC 770 - Software Engineering Management — 3 credits

Management issues arise in the development of software systems. The topics include planning documentation for requirements, design, implementation and testing, cost projection and modeling, documentation standards, code control, tracking of defects management psychology, group interaction and communication, and the management of reviews and walkthroughs. Prerequisite(s): CSC 470

Economics

ECON 730 - Economics for Decision Making — 3 credits

This course utilizes micro- and macroeconomic theory and empirical analysis to improve decision-making skills and incorporates significant information technology integration. Major microeconomics topics include demand analysis and estimation, cost analysis and estimation, market structures, pricing strategies, and game theory. Major macroeconomics topics include the operation of credit markets, monetary and fiscal policy, analysis and prediction of macroeconomic variables, foreign currency markets, and international trade. Technology integration includes some or all of the following: The use of Internet-based resources to supply data for analysis and information on current issues relevant to the course; the use of simulations, games, and computer applications to reinforce economic concepts; and the introduction of software tools that enhance the summary and presentation of economic information in a professional setting. Prerequisite(s): ECON 201, ECON 202 and BADM 310 or BADM 610

Education

ED 592 – Topics — 1-4 credits

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum.

Guest artists or experts may serve as instructors. enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ED 692 – Topics **1-4 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ED 695 – Practicum **1-4 credits**

Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses. Prerequisite(s): Consent of the instructor

Education Administration

EDAD 701 - Introduction to Educational Administration

3 credits

An introduction to (1) the organization, administration, and control of public education and (2) the profession of educational administration, including task, process, and activity analysis.

EDAD 792 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Foundations of Education

EDFN 575 - Human Relations **3 credits**

This course is designed to reflect the six strands of the human relations component as mandated by the South Dakota Board of Education. Students will develop expertise in listening and communicating to create a climate within the school environment that is more conducive to learning. The course is also designed to help the participants understand the community issues in education and to encourage the teachers to be more aware of ways to strengthen community involvement in the school. Another area that will be addressed is the dehumanizing impact of biases and negative stereotyping.

EDFN 790 – Seminar **1-3 credits**

A highly focused, and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division graduate levels. Enrollment is generally limited to few than 20 students.

EDFN 792 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Elementary Education

ELED 564 - Linguistics/Language P-12 **3 credits**

This course will introduce the key components of language including phonology, phonetics, morphology, syntax and semantics and develop a basic understanding of language acquisition for P-12 students learning English as a new language.

ELED 592 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ELED 593 – Workshop **1-3 credits**

Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a compressed time period for delivery. They may include lectures, conferences, committee work, and group activity.

English

ENGL 592 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

ENGL 692 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Health Information Management Systems

HIMS 701 - Introduction to Healthcare Information 3 credits

This course is an introduction to the fundamental principles of healthcare information infrastructure in the United States. Emphasis is placed on health record content and how it relates to such issues as reimbursement, quality improvement, risk management, accreditation standards, related federal laws, secondary data issues, and other topics that are associated with each subject matter. Electronic health record implementation, management, components, and required standards will be introduced.

HIMS 742 - Healthcare Information Infrastructure 3 credits

Study of the healthcare information infrastructure in the healthcare delivery system in the United States. Examination of issues related to healthcare information systems, healthcare information policy development, uses and users of healthcare information, healthcare informational privacy, and clinical data standards. Electronic health record systems will be investigated. Prerequisite(s): HIMS 701 or INFS 701

HIMS 744 - Healthcare Information Analysis 3 credits

Survey of clinical computing applications and their integration to support health care delivery. The evaluation of such systems in regard to clinical decision making, clinical quality assessment, and healthcare research support. Prerequisite(s): HIMS 742

HIMS 746 - Data Management in Health Informatics 3 credits

Explores database design, data modeling, and implementation from the manager's and the developer's perspective. Design theories will focus on relational database and object-oriented models. Performance topics include integrity, security, recovery, and optimization. Explores issues of data representation in healthcare systems, including patient and provider identification, audit trails, authentication, and reconciliation. The students will discuss design of repositories for electronic health record (EHR) and computerized provider order entry (CPOE) systems with an overview of the regulations and accreditation standards applicable to healthcare IT. Prerequisite(s): HIMS 701 and INFS 760

HIMS 747 - Business of Health Informatics 3 credits

Emphasis on the flow of quality information throughout a healthcare facility to allow efficient decision-making by healthcare professionals by integrating clinical, financial, and administrative data from an organization's healthcare information system. Deals with health information systems strategic planning, regulatory environment, corporate compliance, and future trends. Investigation of financial concepts such as operational and capital budgeting, return on investment, and identifies processes to enhance the organization's revenue cycle through the use of information technologies. Corequisite(s): HIMS 744

HIMS 748 - IS Tools and Applications for Healthcare Research **3 credits**

Methods of project research and writing are introduced. Course reviews a variety of study designs used in biomedical informatics and outcomes research. IT support of biomedical research utilizing appropriate use of biostatistics and epidemiology principles will be explored. This class will provide a broad overview of text mining technology, evaluation, and applications, including concepts such as natural language processing. Corequisite(s): HIMS 744

HIMS 788 - Master's Research Prob/Project **3 credits**

Independent research problems/projects that lead to research or design paper, but not to a thesis. The plan of study is negotiated by the faculty member and the candidate. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Corequisite(s): HIMS 748

HIMS 789 - Master's Research/Project Sustaining **0 credits**

This is a zero-credit instructional method type used to track students who are not currently working with faculty on thesis or doctoral activities. Universities may require students to register under this instructional method type to remain active degree candidates.

HIMS 791 - Independent Study **1-3 credits**

Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depend upon the requirements of the topic. Prerequisite(s): Consent of the instructor

HIMS 792 – Topics **1-3 credits**

A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually 10 or fewer students with significant one-on-one student-teacher involvement.

HIMS 820 - Current Issues Health Informatics **3 credits**

Current trends and issues in health informatics and recent research, theory, and developments in health informatics.

History

HIST 692 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is no wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Indian Education

INED 511 - South Dakota Indian Studies 3 credits

A basic knowledge of Indian history with emphasis on the Lakota, Dakota, and Nakota speaking people. Current cultural issues are presented including values, family structures, traditional religion, fine arts, legends, economics, governmental policies, treaties, acts and related areas. Focuses on teaching methods, content and materials to equip students to teach bi-culturally.

Information Assurance

INFA 532 - System and Network Security — 3 credits

This course is designed to expose students to threats and defense mechanisms for computer systems and networks to ensure availability, integrity, and confidentiality. Topics include firewall design, host hardening, access control, intrusion detection systems, system auditing, and defense techniques against threats such as social engineering, phishing, denial of service, malware, and buffer-overflow.

INFA 534 - Ethical Hacking — 3 credits

This course serves as an introduction to offensive security topics with an emphasis on ethical hacking. Special attention is paid to the tools and techniques used in information gathering, scanning, exploitation, and maintaining access. These topics will be discussed in terms of local network and web penetration testing. The goal of this course is to expose students current techniques used by attackers and provide strategies for defending against these attacks.

INFA 592 – Topics — 1-3 credits

A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually 10 or fewer students with significant one-on-one student-teacher involvement.

INFA 701 - Principles of Information Assurance — 3 credits

This course covers key bodies of knowledge and specializations in security, privacy, and compliance associated with enterprise information systems. The course explores defense-in-depth techniques of layering people, process and technology controls to secure the enterprise. Topics include information security law, ethics, security concepts and mechanisms; security technologies; authentication mechanisms; mandatory and discretionary controls; basic cryptography and its applications; digital forensics, biometrics database security, intrusion detection and prevention, anonymity and privacy issues for information systems. Emerging frameworks and tools are explored to complete the student's foundational understanding of information assurance.

INFA 713 - Managing Security Risks — 3 credits

Information technology holds the potential to create strategic, operational, financial, and reputational issues for an organization. Information technology risk management science provides decision-makers with the information needed to determine information security risk so decisions can be made regarding risk mitigation. This course is a study of the existing risk management frameworks, models, processes and tools to equip students with the theory, science and practical knowledge to operationalize risk management in an organization or government agency. Topics include outsourcing and off-shoring risks, and their mitigation through third party risk management programs. Students will examine cutting-edge risk management science to understand the future of information technology risk management.

INFA 715 - Data Privacy — 3 credits

This course explores computational techniques for releasing information in such a way that data privacy cannot be violated and provides a formal framework for privacy-enhancing

technologies and models of privacy protection. It explores privacy enhancements from economic, legal and policy perspectives and introduces cutting-edge, privacy-preserving frameworks for data-mining systems.

INFA 719 - Software Security — 3 credits

This course addresses principles, techniques, and best practices for developing secure software applications. It emphasizes the security ramifications for different phases of software development processes, including security requirements analysis, secure design, secure implementation, and security testing and verification.

INFA 721 - Computer Forensics — 3 credits

Identifying, acquiring, preserving, and analyzing electronic evidence from single machines, networks, and internet. It will explore both technical and legal issues of computer forensics investigations. Topics include forensics law and regulation issues, incidence response, open and commercial tools, evidence recovery theory and practice of computer file systems, memory, registry, network logs and communications. Special focus will be given to windows systems and networks.

INFA 723 - Cryptography

This course covers fundamentals of cryptography and its applications, classical and contemporary ciphers, encryption and decryption and breaking ciphers. Cryptographic applications, protocols, applications of cryptography and automated tools to analyze cryptographic protocols are examined.

INFA 725 - Advanced Network Hacking — 3 credits

This course is designed to expose students to advanced exploitation techniques. Topics include the use of automated exploitation tools as well as the process of exploitation discovery and development. Vulnerability analysis, debugging, fuzzing, shellcode, and mitigation techniques will be explored. Both Windows and Linux platforms will be covered. Prerequisite(s): INFA 534 or CSC 436

INFA 729 - Advanced Web Hacking — 3 credits

This course emphasizes offensive attacks that all web-based applications are confronted with. Special attention will be paid to attacks vectors in the operating system, web server, database, and programming language implemented by the web application. Advanced techniques related to filter evasion, session management, database interaction, path traversal, and file inclusion will be emphasized. Prerequisite(s): INFA 534 or CSC 434

INFA 739 - Software Quality Assurance — 3 credits

This course is intended to acquaint the students with principles, techniques, and best practices of software quality assurance, concentrating on software testing and verification. It will cover functional testing, structural testing, regression testing, test automation, specification-based testing, code review, formal modeling, model-based testing, and model checking.

INFA 741 - Introduction to Banking **3 credits**

A study of the history of the banking industry, recognizing the importance of regulations and laws pertaining to the protection of the financial sector and recognizing how the multiple regulatory agencies work in concert in addressing and maintaining availability, integrity and confidentiality of financial information.

INFA 743 - Information Security Management Systems Transactions **3 credits**

Federal and state laws require organizations to safeguard non-public information. This course provides an overview of the information security management systems that organizational leaders use to safeguard non-public information. Topics include: 1) Information security law and regulation in the financial sector, 2) enterprise security management standards, 3) information security policy, procedures, standards and guidelines, 4) emergency preparedness, including business continuity, disaster recovery, and pandemic planning, 5) incident response planning, and 6) security awareness programs. The course begins by defining information security management program options, explores methods for operationalizing these options, and examine the future direction of each topic area. Prerequisite(s): INFA 715 and INFA 713

INFA 745 - Compliance and Audit **3 credits**

This course examines fundamental concepts in IT security audit and control processes for the financial industry, including the control framework, attendant control objectives and reporting systems for an organization. Students learn to create a control structure, audit an IT infrastructure against it, and establish systematic remediation procedures. As part of the learning process, students have an opportunity to be certified as a CISA (Certified Information System Auditor). Prerequisite(s): INFA 715 and INFA 713

INFA 751 - Wireless Security **3 credits**

A technical perspective on maintaining the availability, integrity, and confidentiality of wireless networks. Covers a wide range of technical issues, including wireless communication fundamentals, wireless network configuration, security standards, wireless vulnerabilities, attacks and countermeasures.

INFA 789 - Master's Research Problems/Projects Sustaining **0 credits**

This is a zero credit hour schedule type used to track students who are not currently working with faculty on thesis or doctoral activities. Universities may require students to register under this schedule type to remain active degree candidates.

INFA 791 - Independent Study **1-3 credits**

Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

INFA 792 – Topics **3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. enrollments are usually of 10 or fewer

students with significant one-on-one student/teacher involvement. Prerequisite(s): Consent of the instructor

INFA 794 – Internship 1-3 credits

Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with Field Experience course

Information Systems

INFS 592 – Topics 1-3 credits

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is no wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

INFS 601 - Information Systems 1-3 credits

Systems theory, quality, decision making, and the organizational role of information systems are introduced. Information technology including computing hardware, software and telecommunications systems are integrated into the alignment with the Enterprise's Strategy and Key Business Processes.

INFS 605 - Foundations of Programming 3 credits

Planning, coding, and testing computer programs such as Object Structures that can be used for business applications. Emphasis will be on Data Theory and programming event driven graphical user interfaces.

INFS 608 - Applied Statistics 3 credits

This course presents an overview of statistical concepts and techniques and incorporates significant information technology integration. Statistical techniques covered in this class would include sampling, sampling distributions, interval estimation, hypothesis testing, inference procedures for population characteristics, and linear regression. Utilization of statistical software is incorporated. Technology integration includes some or all of the following: The use of Internet-based resources to supply data for analysis and information on current issues relevant to the course; the use of simulations, games, and computer applications to reinforce statistical concepts, and the introduction of software tools that enhance the summary and presentation of statistical data and analysis in a professional setting.

INFS 612 - Management and Evaluation of Information Systems 3 credits

Introduction to the application of information systems in organizations and the role of managers in providing IS services to the organization. While the course includes a survey of the various topics that comprise information systems, it also focuses on Business Process Analysis, Problem Identification, Measuring Enterprise Processes, and Evaluating Enterprise Processes, Benchmarking, Business Process Reengineering, and Creating Alternative Recommendations.

INFS 614 - Introduction to Research **3 credits**

The course presents concepts and skills necessary to formulate, design, and execute research projects with particular emphasis on information systems research. Topics include: Definition of research and the nature of scientific inquiry, components of the research project, finding and using the literature of the discipline, managing the research project, writing and presenting, and an overview of research methods.

INFS 692 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is no wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

INFS 701 - Introduction to Healthcare Information **3 credits**

This course is an introduction to the fundamentals principles of healthcare information infrastructure in the United States. Emphasis is placed on health record content and how it relates to such issues as reimbursement, quality improvement, risk management, accreditation standards, related federal lws, secondary data issues, and other topics that are associated with each subject matter. Electronic health record implementation, management, components, and required standards will be introduced.

INFS 720 - System Analysis and Design Using Case Tools **3 credits**

A study of the advanced theory and practice of systems analysis and design concepts and techniques, with an emphasis on the design part of the systems analysis process. Computer aided software engineering (CASE) tools and Human Computer Interaction are also emphasized. Prerequisite(s): INFS 601 and INFS 612

INFS 724 - Project and Change Management **3 credits**

A study of the principles and techniques used in managing information systems and organizational change projects. Project management software will be used in this course.

INFS 730 - Web Application Development **3 credits**

An introduction to client and server side web programming. Client-side topics include HTML compliance and server-side code will be utilized to create dynamic web sites. There is a substantial programming component in the course. Prerequisite(s): INFS 605

INFS 732 - Emerging Technologies and Issues **3 credits**

The course provides an understanding of both technical and managerial issues, as well as strategic implications of emerging technologies and issues. Prerequisite(s): INFS 612 and INFS 730

INFS 734 - Multi-tiered and Service-Oriented Architectures **3 credits**

An advanced application development course that focuses on developing enterprise dynamic data-driven applications using multi-tiered and service-oriented architectures. Students will be exposed to contemporary software platforms and tools for enterprise application development. Prerequisite(s): INFS 612 and INFS 730

INFS 736 - Technology for Mobile Devices **3 credits**

This course introduces web pages and style sheets for mobile devices and then focuses on developing applications for various Smartphones, Tablets and other mobile devices. Prerequisite(s): INFS 730

INFS 742 - Healthcare Information Infrastructure **3 credits**

Study of the healthcare information infrastructure in the healthcare delivery system in the United States. Examination of issues related to healthcare information systems, healthcare information policy development, uses and users of healthcare information, healthcare informational privacy, and clinical data standards. Electronic health record systems will be investigated. Prerequisite(s): HIMS 701 or INFS 701

INFS 744 - Healthcare Information Analysis **3 credits**

Survey of clinical computing applications and their integration to support health care delivery. The evaluation of such systems in regard to clinical decision making, clinical quality assessment, and healthcare research support. Prerequisite(s): INFS 742

INFS 750 - IT Infrastructure, Technology and Network Management **3 credits**

A study of IT Infrastructure, systems, and networks according to the OSI model. Special consideration is given to Internet, Intranet, local and wide area network design, technical requirements, operation, and management. Prerequisite(s): INFS 601

INFS 752 - Advanced Network Technology and Management **3 credits**

A study of the configuration, administration, and troubleshooting of a model network environment. Network management strategies including file access, group policies, storage, and security will be examined. This course uses a virtual environment to prepare the student to manage network environments. Prerequisite(s): INFS 750

INFS 754 - Network Security/Intrusion Detection **3 credits**

Provides a comprehensive overview of network security and intrusion detection. Topics include security overview, authentication, attacks and malicious code, communication security, Web security, network security topologies, intrusion detection, firewalls and VPNs, security baselines, security algorithms, physical security, disaster recovery, forensics overview, and other state-of- the-art developments. Prerequisite(s): INFS 750

INFS 756 - Cloud Computing and Network Services **3 credits**

This course will introduce the use of virtual systems and servers to study a new delivery paradigm for the delivery of information technology services. A thorough examination of virtualization technologies will provide students with the foundation to plan, manage, and configure business application models. These network services will be configured on university servers and provide hands-on experiences. Prerequisite(s): INFS 750

INFS 760 - Enterprise Modeling and Data Management **3 credits**

A study of the principles and techniques used in Enterprise Modeling, and Data Management. Topics include the architecture and techniques in designing and implementing enterprise models, database design and implementation technologies. Prerequisite(s): INFS 601

INFS 762 - Data Warehousing and Data Mining **3 credits**

The main concepts, components, and various architectures of Data Warehouse. Advanced data analysis and optimization of Data Warehouse Design. Data Warehousing and OLAP tools. Applying data mining algorithms to retrieve highly specialized information or knowledge about the data stored in the Data Warehouse. Prerequisite(s): INFS 605 and INFS 760

INFS 764 - Information Retrieval **3 credits**

Provides hands-on experience with procedural extensions to the SQL language for retrieval and manipulation of data. topics include data control languages, control structures, looping and branching, local and global variables, exception handling, stored procedures and database triggers, cursors and cursor processing. Prerequisite(s): INFS 605 and INFS 760

INFS 766 - Advanced Database **3 credits**

This course is designed to give the student a strong foundation in the theoretical underpinnings of current database systems. Emphasis will be placed on database theory and will cover such issues as distributed databases, concurrency control, security, optimization, and specialized data models. It will also explore emerging database methodologies and their impact on current practices. Prerequisite(s): INFS 760

INFS 780 - Information Technology Strategy and Policy **3 credits**

Focus on the use of information systems technology to develop and maintain a strategic competitive advantage. Topics also demonstrate how Information Systems technologies are used to enhance organizational performance and effectiveness. Prerequisite(s): INFS 720, INFS 724, INFS 730, INFS 750 and INFS 760

INFS 788 - Information Systems Project: **1-3 credits**

Special projects developed to integrate the specialized skills and knowledge presented throughout other courses in the Masters curriculum. Practical knowledge will also be acquired through the application of theoretical concepts to actual computer systems problems and opportunities in a real-world situation. Prior permission and approval of the project is required. Prerequisite(s): Consent of the instructor

INFS 789 - Master's Research Problems/Projects Sustaining **0 credits**

This is a zero-credit instructional method type used to track students who are not currently working with faculty on thesis or doctoral activities. Universities may require students to register under this instructional method type to remain active degree candidates.

INFS 791 - Independent Study **1-3 credits**

Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depending upon the requirements of the topic. Prerequisite(s): Consent of the instructor

INFS 792 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is no wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

INFS 805 - Design Research Methods **3 credits**

The course develops skills needed for conducting research whose aim is to invent methods and techniques that make information systems more effective and efficient. Students will also acquire skills in developing research proposals that follow the design research paradigm and will learn how to publish such research.

INFS 810 - Qualitative Research Methods **3 credits**

This course helps develop knowledge and skills in the application and use of qualitative research techniques. The course provides a survey of the methodological literature on qualitative research methods paired with appropriate article-length exemplars in the information systems domain. This course covers a variety of different research strategies including case study, qualitative data collection and analyses techniques, ethnography, meta-ethnography/meta-interpretation. In addition, students acquire skills in developing a research approach, understanding and using a grounded- theory approach, and triangulation methods for strengthening research findings and supporting methodological choices.

INFS 815 - Quantitative Research Methods **3 credits**

This course presents quantitative research methods commonly used in information systems research. Topics include (but not limited to) design and analysis of experiments and regression analysis. Regression analysis topics would cover topics related to simple and multiple regression, inferences in regression and correlation analysis, model selection, model validation, and model diagnostics. Design and analysis of experiments would cover topics related to single-factor, two-factor, and multi-factor studies. Information systems research applications will be emphasized using different statistical techniques that will assist IS researchers in designing experiments and drawing inferences from experimental data. Utilization of statistical software is incorporated. Prerequisite(s): INFS 608

INFS 820 - Current Issues Health Informatics **3 credits**

Current trends and issues in health informatics and recent research, theory, and developments in health informatics.

INFS 830 - Decision Support Systems **3 credits**

The primary objective of this course is to introduce students to the concepts, techniques and application of computer-based decision support systems. The course covers issues pertaining to the design, history, theory, practice, methods and techniques, new developments, and applications of computing technologies to support decision processes and decision-making by individuals, groups and organizations.

INFS 834 - Knowledge Management **3 credits**

Knowledge management is an emerging discipline of how to effectively deploy organizational practices, processes, and technology to increase the return on knowledge capital. Knowledge capital includes everything from new drugs designed from research into the human genome to better processes for responding to customer service complaints. This course will examine knowledge management from a general manager's perspective, both as knowledge workers themselves and as those responsible for an organization's overall knowledge effectiveness.

INFS 838 - Decision Support/Knowledge Management Research **3 credits**

This course focuses on research issues pertaining to decision support systems and knowledge management. Students will examine and evaluate the research literature from a wide variety of

sources, both academic and applied. Students will also indicate various research frontiers associated with decision support systems and knowledge management.

INFS 848 - Information Assurance/Computer Security Research **3 credits**
This course focuses on research issues pertaining to information assurance and computer security. Students will examine and evaluate the research literature from a wide variety of sources, both academic and applied. Students will also identify various research frontiers associated with information assurance and computer security.

INFS 868 - Health Informatics Research **3 credits**
This course focuses on research issues pertaining to health informatics research. During this seminar course, students will examine and evaluate the research literature from a wide variety of sources, both academic and applied. Students will also identify various research frontiers associated with health information research.

INFS 889 - Program Sustaining **0 credits**
Program sustaining course for students in the doctorate program.

INFS 890 – Seminar **1-3 credits**
A research seminar course in information systems.

INFS 891 - Independent Study **1-3 credits**
Students complete individualized plans of study which include significant one-on-one student-teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually 10 or fewer students. Meetings depend upon the requirements of the topic.

INFS 892 – Topics **1-3 credits**
A topics course in information systems.

INFS 898D – Dissertation **1-12 credits**
A formal treatise presenting the results of study submitted in partial fulfillment of the requirements for the applicable degree. The process requires extensive and intensive one-on-one interaction between the candidate and professor with more limited interaction between and among the candidate and other members of the committee.

INFS 899D - Dissertation Sustaining **0 credits**
This is a zero-credit instructional method type used to track students who are not currently working with faculty on thesis or research activities. Universities may require students to register under this instructional method type to remain active degree candidates.

Library Media

LIBM 692 – Topics **1-4 credits**
Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Learning Technologies

LT 712 - Principles of Learning Instructional Technology 3 credits

This course will review theories of learning as they relate to on-line and technology supported learning. Principal theories of learning with a foundation in instructional design, such as behavioral learning, cognitive information processing theory, and constructivist learning, will focus class activities and discussion. Also studied are the factors affecting human learning, including implications of the design and management of instruction.

LT 716 - Systematic Design of Instruction 3 credits

Students will learn concepts and tools for applying systems theory to instructional design, including needs, instructional, learner, and context analyses, objectives, assessment, strategy, development, and evaluation. Addresses client learning needs in various organizational settings: business, industry, government, health care, education, and not-for-profit.

LT 731 - Multimedia Production 3 credits

Students learn principles of visual design, use of sound and color, and hands-on production of text and animated resources for use in educational and training materials for the development of interactive multimedia and hypermedia lessons and presentations. This course will require a summer one-week campus residency.

LT 741 - Introduction to Distance Education 3 credits

This course is an analysis of the history, philosophy, design, and evolution of distance learning systems. Distance learning is a worldwide concept and course uses examples from many countries to emphasize institutional, program and course design methods and approaches. The course assumes a system perspective in the analysis of distance education and the distance learner. The carious components of distance learning systems are introduced and overviewed including a) course development and design; b) course production; c) course delivery; d) learner support; e) evaluation of courses and the methods of cybernetic control of both student performance and instructional effectiveness; and f) research and evaluation of distance learning systems.

LT 785 - Research Methods in Education Technology 3 credits

Designed to develop the skills of the practitioner to be a consumer of computer-based learning research. This course covers basic and applied computer-based education research design and the interpretation statistics.

Mathematics

MATH 509 - Foundational Mathematics 3 credits

A foundational course in number theory, abstract algebra, linear algebra and discrete mathematics.

MATH 593 – Workshop 1-3 credits

Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a compressed

time period for delivery. They may include lectures, conferences, committee work, and group activity.

MATH 692 – Topics **1-3 credits**

1 Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Mass Communications

MCOM 592 – Topics **1-5 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

MCOM 692 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Middle Level Education

MLED 593 – Workshop **1-3 credits**

Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a compressed time period for delivery. They may include lectures, conferences, committee work, and group activity.

Physical Education

PE 592 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Science Education

SCED 592 – Topics **1-3 credits**

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

SCED 593 - Science Education Workshop **1-3 credits**

Training in the form of a workshop to further content knowledge in one or more areas of the sciences and to increase participants' abilities to apply and transfer scientific ideas and techniques to the classroom.

SCED 692 – Topics **1-3 credits**

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

SCED 792 – Topics **1-3 credits**

Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.

Secondary Education

SEED 564 - Linguistics/Language P-12 **3 credits**

This course will introduce the key components of language including phonology, phonetics, morphology, syntax and semantics and develop a basic understanding of language acquisition for P-12 students learning English as a new language.

SEED 592 – Topics **1-5 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

SEED 593 – Workshop **1-3 credits**

Special, intense sessions in specific topic areas. Approximately 45 hours of work is required for each hour of credit. Workshops may vary in time range but typically use a compressed time period for delivery. They may include lectures, conferences, committee work, and group activity.

Special Education

SPED 592 – Topics **1-3 credits**

Includes current topics, advanced topics and special topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student/teacher involvement.

Theatre

THEA 692 – Topics **1-4 credits**

1-4 credits Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists or experts may serve as instructors. Enrollments are usually of 10 or fewer students with significant one-on-one student-teacher involvement.